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ABSTRACT

To explore goals for economics education and ways in which these goals might be improved, reconciled, and consolidated, a Delphi-like inquiry among more than 200 economics educators, economists, businessmen, other social scientists, and educational administrators was undertaken. Statistical data and comments as to respondents' views expressed in one questionnaire was relayed back to them with a successive questionnaire. The process was repetitive for the purpose of eventually developing a composite opinion shared by the respondents in the light of reactions of others. Key findings of the inquiry, considered important guides for more effective economics education, are that the goals of economics education differ widely, both within and among the groups surveyed and that respondents arrived at a general concentration on one or another of three possible goals. The need for the inquiry, its process, and findings are discussed. Recommended actions deal with specification of goals, explanations to business interests and educational administrators, and implications to trainers of teachers of social studies. Exhibits include four questionnaires and responses. (Author/KSM)

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THE GOALS OF ECONOMICS EDUCATION: A DELPHI - LIKE INQUIRY

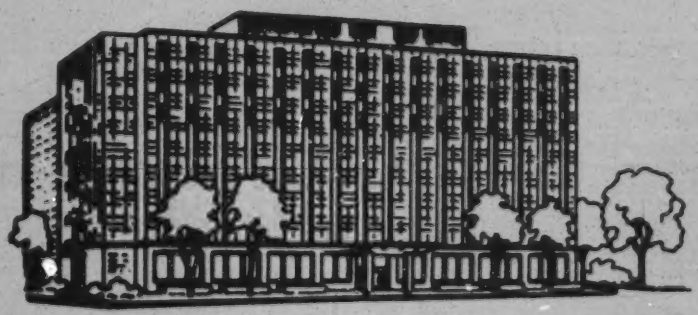
by

Robert V. Horton

and

Dennis J. Weidenaar

Paper No. 462C - June 1974



INSTITUTE FOR RESEARCH IN THE BEHAVIORAL, ECONOMIC, AND MANAGEMENT SCIENCES

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The Goals of Economics Education: a Delphi - like Inquiry

Robert V. Horton Dennis J. Weidenaar

I. Introduction and Summary

Economists, businessmen, labor leaders, and educators have been among the many enthusiastic supporters in recent years of the cause of economics education.[1] Under the cloak of economics education we have witnessed, however, such diverse activities as the teaching of how to write a bank check; sessions to help clergymen secure higher renumeration; high school classes in the selection of common stocks for investment or speculation; institutes designed primarily to pay homage to freedom of enterprise; and workshops for social studies teachers in the practical arts of the successful consumer.

Meanwhile, many of us engaged in economics education are questioning whether literacy in economic reasoning has been improved at all. Symptoms of continuing economic illiteracy remain pervasive. It is still commonly believed, for example, that whatever one party to an economic transaction gains, the other party must lose.[2]

Robert V. Horton is professor emeritus of economics education and Dennis J. Weidenaar is associate professor of economics education, both at Purdue University. Professor Weidenaar is also Director of the Purdue Center for Economics Education.

[1] For purposes of this paper and the Inquiry, "economics education" has been defined as activities which promote a wider understanding of basic economic principles and their possible applications, as a matter of general education.

[2] Based upon answers of beginning economics students in various course sections at Purdue University.

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What unfortunately appears rather typically in textbooks for high school social studies sustains our doubts:

> "The decrease in production resulted in increased prices because supply and demand became almost equal."
>
> "If he is obliged to purchase many articles, then he works for others and not for himself; he is but a fool and a slave."
>
> "If private industry overreached itself...thus causing inflation..." (our emphasis)[3]

And even The New York Times opines that the balancing of costs and benefits is not properly applicable to a project for crashproof cars, since human lives are at issue.[4] (It would appear, then, that the saving of twice as many lives at the same costs would be of no importance to its editors!)

Believing that vaguenesses, confusions, and conflicts as to goals might well underlay what we observed and that they might well be undermining seriously our efforts in economics education, we undertook in 1973-74 a Delphi-like inquiry[5] among more than 200 economics educators,

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[3] Dennis J. Weidenaar et.al., Economics in Social Studies Textbooks, New York: Joint Council on Economic Education, 1973, pp. 37, 46, and 43.

[4] The New York Times, May 1, 1966, quoted in John E. Maher: What is Economics? New York: Wiley, 1969, p. 13.

[5] An inquiry in which statistical data and comments as to respondents' views expressed in one questionnaire are relayed back to them with a successor questionnaire. The process is repetitive with the purpose of developing eventually a composite opinion shared by the individual respondents in the light of reactions of others. Such inquiries vary of course in the basic question or questions to which they are directed. The Inquiry here is called "Delphi-like," because it was not directed to prediction as to the future.

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economists, businessmen, other social scientists, educational administrators, and others[6] to explore what goals were held for economics education and how these goals might be improved, reconciled, and consolidated. We recognized that the existing deficiences might arise both from inattention to goals and from differing choices among them.

We believe that the key findings of the Inquiry are important guides for more effective economics education. These findings are:

1. The goals of economics education differ widely, both within and among the groups surveyed.[7,8]
2. Nevertheless, repeated exposure to the thinking of others and renewed individual consideration led to a general concentration upon one or another of the following three of the original array of possible goals:[9]

Goal #2: To help us to be more capable as direct participants in the economy - that is, as consumers, workers, businessmen, or investors.

Goal #3: To "improve" decisions when we act in our society as citizens.

Goal #6: To improve our understanding of the world in which we live.[10]

---

[6] A listing of participants appears as Exhibit X. Their continued, thoughtful responses were essential to the Inquiry, and they earned the appreciation of all of us who are concerned about economic illiteracy.

[7] See Exhibit V.

[8] The groups are by occupations and other categories. The occupations as referred to in this report are the primary ones of the participants as stated by them. See Exhibit IV for definitions of occupations, "primary," roles, etc.

[9] The goals involved in the Inquiry are all specified in Exhibit I or II.

[10] See Exhibits V, VI, and VII.

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3. An integration of these three goals, so far as they seemed practicable, into a single goal and a supporting or explanatory rationale[11] became the basis, then, for a really remarkable favorable "consensus", both within the groups and among them. There were of course criticisms, some of them justified, we thought, and some of them not, and there were some strong recalcitrants. Nevertheless, the "consensus" goal with its rationale received very general approval.[12]

We have no illusion that the resultant goal and rationale statement is perfect, or even that its idea is something which must be accepted by each of us. We do hope, however, that both the findings of the Inquiry and the processes and bases of reaching them will gain the attention of everyone concerned with economics education, and that based upon then we will each construct tenable goals and rationales which we individually find satisfactory. For this purpose, our Inquiry makes available judgments reflecting thousands of years of varied experience among our participants. Hopefully, with these judgments as a guide, we may avoid mistakes and oversights already discerned by others.

---

[11] See Exhibit II for its original statement and some related explanations; a revised version, with a diagrammatic view of interrelationships, is presented in Exhibits 1A and A-1 on the following pages.

[12] The acceptance to rejection ratios ranged for example, from 2 to 1 in the cases of educational administrators and businessmen to more than 3 to 1 in the case of economists other than economics educators and more than 6 to 1 in the cases of economics educators and social scientists other than economists. More detailed data as to these approvals and rejections and as to those of other groupings of participants are presented in Table I on page 22 and in Exhibit VIII.

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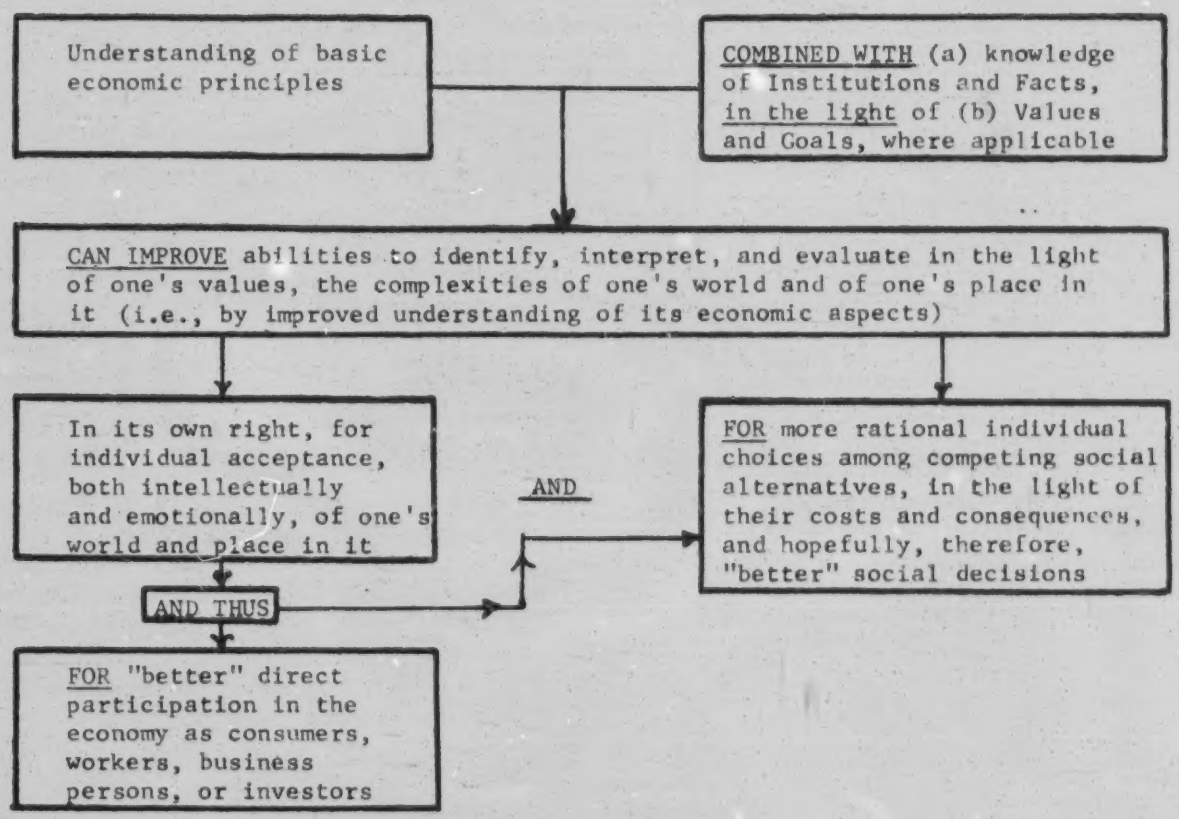
EXHIBIT A-1

A VIEW AS TO INTERRELATIONSHIPS

OF CERTAIN POSSIBLE GOALS

OF ECONOMICS EDUCATION


Understanding of basic economic principles
COMBINED WITH (a) knowledge of Institutions and Facts, in the light of (b) Values and Goals, where applicable
CAN IMPROVE abilities to identify, interpret, and evaluate in the light of one's values, the complexities of one's world and of one's place in it (i.e., by improved understanding of its economic aspects)
In its own right, for individual acceptance, both intellectually and emotionally, of one's world and place in it
AND
FOR more rational individual choices among competing social alternatives, in the light of their costs and consequences, and hopefully, therefore, "better" social decisions
AND THUS
FOR "better" direct participation in the economy as consumers, workers, business persons, or investors

N.B. Literacy in economics is deemed of critical importance to us for two interacting reasons. Extremely large portions of our life experience have salient economics aspects, while their explanation based upon common sense alone very often goes astray.

EXHIBIT A

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THE "CONSENSUS" GOAL AND RATIONALE OF ECONOMICS EDUCATION, IN A REVISED VERSION

The aim of economics education[a] is to improve our understanding[b] of the worlds in which we live. Without this understanding we are frequently confused and unable to identify, analyze, and interpret successfully the economic aspects inherent in so much about us.

The goal reflects our conviction that comprehension of the economic realities of one's world enhances self-confidence and self-esteem. Accordingly, both intellectual and emotional barriers are lowered for the making of rational individual decisions, in the light of one's values, in both personal and social matters. Economics also provides frameworks and tools for rational individual discrimination among social[c] alternatives, in the light of one's values. Hopefully, "better" social decisions[d] will result.[e]

This statement has become possible only with the aid of more than 200 respondents to a series of questionnaires comprising an Inquiry in 1973-74 to identify the goal of economics education. To them we are all greatly indebted. The Inquiry was sponsored by the Krannert Graduate School of Industrial Administration and the Purdue Center for Economics Education. No part of the foregoing statement necessarily reflects, however, the view of any particular party or affiliate of any party.

---

[a] Economics education is defined to mean activities which promote a wider understanding of basic economic principles and their possible applications, as a matter of general education.

[b] We presume the values of rationality and dignity of the individual in viewing our worlds, in making decisions, and in taking actions.

[c] Economics education cannot efficiently provide frameworks and tools for the making of "better" decisions as direct participants in the economy - that is, as consumers, workers, businessmen, and investors.

[d] The quotation marks suggest at least the logical impossibility of rational social decisions democratically-determined. See William J. Baumol, Economics and Operations Analysis, 3rd. Ed. Englewood Cliffs: Prentice-Hall, Inc., 1972, pp. 405-407.

[e] The statement is intended to clarify purposes and thus serve as a basis for the still necessary specification of material content and skills to be mastered, the development of such detailed instructional objectives as are appropriate, pertinent evaluation items, etc. By itself then it is not intended to be an adequate specification of an educational program. Such a basis, however, is unavoidable; if it is not developed explicitly, it will nevertheless be operative implicitly. A more complete rationale would of course include discussion of learning theory, teaching strategies, media, diffusion processes, etc.

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We proceed in the following sections to detail the need for goal clarification, improvement, reconciliation, and consolidation (Section II); to sketch the process of our Inquiry (Section III); to present a more detailed review of the findings (Section IV); and to offer suggestions for their implementation (Section V). Finally, Exhibits in addition to Exhibits A and A-1 already presented are appended to this report as indicated in the List of Exhibits.

In Section V we speak of some particular implications of our findings, first, for businessmen, then for educational administrators, and finally, for trainers of social studies teachers. We also note there, among other things, the implications from our findings that consumer education and business education are no alternatives or substitutes for economics education and that the handling of values and concern for the affective domain in economics education are important ingredients for more satisfactory results in the cause of a greater general literacy in economic reasoning.

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II. THE NEED FOR THE INQUIRY

Economics education as carried on today encompasses many varied activities. Some of these activities could not be generally accepted as appropriate to the goal of greater economic literacy. Moreover, they diffuse the attack upon the illiteracy which engulfs us. They lull some of us into believing that this attack is well under way, when in fact it is often directed to other goals; it is often directed to no clear goal at all; and it is often confused and confusing in its simultaneous pursuit of many goals, sometimes conflicting among themselves.

In preparing for the present Inquiry we surveyed some 30 texts in economics principles and identified at least 20 different goals or goal variants in the authors' statements of purpose. Included were:

"to clarify and help solve....problems (a massive depression...rising prices, congested cities...);"

"a firmer grasp of economic theory;"

"a greater familiarity with economic institutions;"

"explain reality;"

"help you in any business career you undertake;"

"to promote the development of a more humane social order;"

"increase your ability to make decisions that are best for you as an individual;"

"to think like economists;"

"to understand the free enterprise system."

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To some extent these statements are undoubtedly attempts of authors and publishers to gain acceptance for their texts, but they also reflect confusions and misdirections. One of the participants in our Inquiry wrote to us at one of its stages:

> "Unfortunately there has been little serious widespread thought and writing on goals in the economic profession. Almost no serious writing on philosophy of economic education exists...Generally we either are not interested in ends or assume there is wide consensus."

Economics education is not alone in this failure. Charles E. Silberman writes in a similar vein:

> "The fashion in contemporary American writing about education holds that talking about purpose is a frightful bore...But philosophical questions neither disappear nor resolve themselves by being ignored."[13]

Robert F. Mager points up the result we may then expect:

> "if you're not sure where you're going, you're liable to end up someplace else - and not even know it."[14]

Moreover, best performance in any area requires a single goal, not a set of possibilities:

---

[13]Charles E. Silberman, Crisis in the Classroom, New York: Random House, 1970, p.7.

[14]Robert F. Mager, Preparing Instructional Objectives, Palo Alto: Fearon Publishers, Inc., 1962, p.vii.

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> "The problem is that multiple goals do not direct an activity in one direction. For some reason, stating the problem this way irks Americans.[15]
>
> "A guiding principle cannot be formulated by the requirement of maximizing two (or more) functions at once."[16]

The reluctance to adhere to one goal in economics education is well illustrated by the multiple goals common to the texts mentioned above and also by insistent multiple goal responses in our Inquiry, expecially to its Questionnaires #1 and #2, but continuing to some extent to the end.

A number of possible reasons for the reluctance to define a single goal for economics education come to mind. Many of us have both an impatience and a lack of familiarity with philosophical questions, and accordingly we proceed based upon presumptions, often ones we have not articulated even to ourselves. Fears, too, may restrain us: we might find serious disagreements among us which we feel are best left undiscovered; or as educators, or students, we may recognize that the definition of goal may well be a first step to being held accountable, really, for worthwhile achievement.

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[15] S. Samuel Shermis, Philosophic Foundations of Education: New York, American Book Company, 1967, p.19.

[16] Oskar Morgenstern, "Thirteen Critical Points in Contemporary Economic Theory: An Interpretation", Journal of Economic Literature, X. December, 1972, p. 1167, quoting from J. von Neumann and O. Morgenstern, Theory of Games and Economic Behavior.

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Neither businessmen nor basketball coaches are so unclear as to what they seek, and economics educators should not be. Thus emerges the reason for our Inquiry among persons who are or should be concerned in one way or another with economics education.

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III. THE INQUIRY PROCESS

We sought prospective participants in the Inquiry by selections of names from such sources as professional journals and directories; economics education council and center personnel and their boards of directors or advisory councils; business groups; student volunteers from Purdue University classes; and personal contacts. We wanted representations from an appropriate variety of population groups, but we were not concerned particularly with random selections and such, because our Inquiry was to be a continuing process of reasoning together, rather than an attempt to gauge existing overall opinions from the use of representative samples.

Our outgoing general materials to prospects and participants comprise Exhibit IX and reflect the process of the Inquiry from beginning to end.

Somewhat fewer than 300 persons out of perhaps 575 solicited agreed to participate; our tabulation of Questionnaire #1 respondents (not then wholly complete) included 240 names, and Questionnaire #4 respondents (complete) where there was also a usable Questionnaire #1 response numbered 205. We did not report results when population groups were or had become very small, and defections in population groups were in some cases more extensive than in others. We would have liked to have had in the completed sample at least a larger number of businessmen and broader arrays of students, but as to the former we believe from examination of related data that we nevertheless achieved reasonable findings.[17]

---

[17] There is the possibility that in any population group the dropouts were disproportionately those in disagreement with the findings as we went along. A testing of businessmen finalists' first responses relative to all businessmens' first responses did not reveal important signs of such a result, although there were a few clear or reasonably clear individual cases from various population groups where correspondence indicated that defections of recalcitrants had occurred. Other attempted tests as to the possibility of disproportionate dropouts of ones in disagreement were on balance neither corrobating nor disquieting.

IV. THE FINDINGS OF THE INQUIRY

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Definition of "economics education"

The definition of economics education is of course basic to the whole Inquiry. We originally proposed, after considerable internal discussion and redrafting, what we retained to the end:

> "Economics education is defined for purposes of this study to mean activities which promote a wider understanding of basic economic principles and their possible applications, as a matter of general education. (It is not, therefore, intended to include education in more advanced economics as a matter of professional training.)"

In Questionnaire #1 we solicited suggested changes in the definition, and we received a number of them, as reported in the Memorandum Accompanying Questionnaire #2:

> "We have reviewed your suggestions as to our definition of 'economics education.' We have no illusions that it is perfect, and even though most of you made no suggestions and a few even offered unsolicited commendations, we value the questions which a number of you raised. Some of them were in conflict; some seemed to imply goals even more than ours does; and some seemed largely to detail points already implied or to narrow possibilities unnecessarily. A few have us still troubled. Our solution is to retain what we had and suggest that some free reading of meaning into it by respondents is possible."

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We believe the definition continued to prove appropriate and workable to the end of the Inquiry. It does of course speak in terms of "basic economic principles," which may differ in different persons' minds, but would in any event be tested eventually for relevance to achievement of the general goal established. It is to be noted that the "principles" in question may include principles not usually found in a text.

The "possible" of "possible applications" in the definition raised particular question, but we retained it, in order to avoid implication that a principle, or even economic reasoning of any kind, must be applied in a particular instance or must by itself determine the solutions to economic problems.

The narrowing of the definition to exclude advanced economics as a matter of professional training was questioned by a few participants, but this narrowing seems to us essential. The purposes of professional training are or might be clearly distinct, so that any possible confusion from combining them is best avoided.

The wide range of goals

Exhibit I states the possible goals of economics education as distilled by us from the free responses of participants in Questionnaire #1.

There were few protests to our phraseologies, although we did make several minor modifications in them as we went along.

The successful inclusiveness of the tabulated goals in Exhibit I is revealed by there having been only one primary goal choice in Questionnaire #2 outside of the 17 tabulated from the 240 responses to Questionnaire #1, although there were of course some non-responses to Questionnaire #2.

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Nevertheless, as many as 17 goals were tabulated from Questionnaire #1. Moreover, some respondents persisted in choosing more than one of them in Questionnaire #2. Conversely, many of the 17 goals tabulated received only minimal support in Questionnaire #2 from any of the groupings of participants.[18]

One notable success of the Joint Council on Economics Education[19] is suggested by the total silence in our Inquiry as to the possible goal of learning facts about the economic picture, a goal which it has historically questioned.

Conversely, a prominent goal of the National Task Force on Economic Education in 1961, "to meet our responsibilities as citizens and as participants....."[20] had only four supporters in Questionnaire #2, at least so far as the "participants" of the quotation is concerned. Support for that goal (#4 of the Inquiry) then disappeared, along with support for others of the 17 of Questionnaire #2.

Concentration of goals

In Questionnaire #3, as a result of the balloting in Questionnaire #2, we reduced the number of contending goals to five. These five nevertheless included every one of the goals most frequently chosen by any

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[18] In this connection, see Exhibit V.

[19] An independent, non-profit, non-partisan educational organization affiliated with the American Economic Association, American Association of Colleges for Teacher Education, National Council for the Social Studies, and others.

[20] National Task Force on Economic Education, Economic Education in the Schools, New York: Committee for Economic Development, 1961, p.7.

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of the classes of respondents.[21] In Questionnaire #4 we reduced these five goals to three, because of the choice patterns as indicated in Exhibit VI and the explanations of participants for their choices in responding to Questionnaire #3.

In each case the reduction was successful, we believe. Only one of the 192 respondents to Questionnaire #3 refused to accept one of the five goals, although there were 12 non-respondents, and none of the 200 respondents to Questionnaire #4 refused to accept one of the three goals, although there were two non-respondents.[22] In each case of course some dropouts may have arisen from the concentration.

The process goals, to develop critical thinking (#5), to develop a questioning attitude (#7), to develop creative abilities (#9), and to become problem solvers (#16), were each chosen by only a few respondents in Questionnaire #2, presumably in the belief that even if valid, these goals must still reflect some more ultimate purpose. A similar comment applies to the goal of developing a lasting interest in economics (#10).

Learning for learning's sake (#8) and to help explain historical events (#11) were apparently considered by almost all of the respondents to be too narrow and specialized, while to develop a more satisfactory economic system (#13) and to help us evaluate different types of economic systems (#14) were apparently also considered to be too narrow or to be better viewed as a part of the broader, retained goals #3 and #6.

---

[21] The classes listed in Exhibit II to the Memorandum Accompanying Questionnaire #3 (Exhibit IX-9A hereto).

[22] A box to mark for choice of none of the listed goals was specifically provided in Questionnaire #3, but not in Questionnaire #4.

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Goal #15, to begin training for more advanced study in economics, seems hardly a reasonable goal of general education as required by the definition of economics education, and it received little support in Questionnaire #2.

Goal #12, to help us appreciate more the free enterprise economy, was chosen importantly by businessmen, but not so generally as was the related goal, #17, to help us understand better the free enterprise economy. The latter goal, #17, was retained for Questionnaire #3, but was the subject of strong adverse votes and comments from other groups of participants. Particular discussion of Goal #17 therefore appears in Exhibit IV to the Memorandum Accompanying Questionnaire #4 (Exhibit IX-12A hereto). Businessmen and others will find this discussion of significance to them.

Goal #1, the learning of economic theory or analysis, was also the subject of strong adverse votes and comments in Questionnaire #3, and it seems on its face at least not to be an appropriate goal, but just a restatement of a part of what is already in the definition of economics education. Neither does it seem to be appropriate here, since again the learning must have a more ultimate purpose.

The process of elimination of goals because of respondent choices is revealed by Exhibits V, VI, and VII.

The three goals remaining in contention

There remained, then, for Questionnaire [illegible]ust three goals, #2, #3, and #6. Strengths and weaknesses of t[illegible] as taken from participants' comments, are set forth in Exhibi[illegible]ereto.[23] They

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[23] In its Exhibits III-2, III-3, and III-6.

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received final choices in the Inquiry as the "best" and "worst" goals of economics education as set forth in Exhibit VII. The key pros and cons of each of these goals as we see them are perhaps helpfully restated here.

Goal #2, "better" individual participation in the economy as consumers, businessmen, etc., is not discredited because of lack of merit per se, but because economics education cannot efficiently provide tools and processes for such a purpose. Good businessmen and good shoppers, for example, are not ordinarily good economists, nor are good economists necessarily good businessmen or good shoppers. Attention to this goal, moreover, would divert activities from ones better directed to overcoming the tragedy of economic illiteracy. Economics education can have indirect favorable effects for the achievement of goal #2; but the processes by which these favorable effects arise should be carefully identified in any goal identification so as not to mislead us or misdirect the pursuit of economic literacy, as explained in the discussion of Goal #6 below.

Goal #3, "better" social decisions, is accepted as a valid, though incomplete, goal of economics education. It is not broad enough to encompass the entire legitimate objective of economics education, as explained in the discussion of Goal #6 in the next paragraph. Also, its specification requires particular care, as explained in Exhibit IX-17A,[24] as does its execution, but neither of these circumstances, nor the problems of success in achieving the goal, impugn its legitimacy.

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[24] Note g beginning on p.9 of Exhibit IX-17A.

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Goal #6, improved understanding of the world in which we live, is broad enough to encompass Goal #3 and also to encompass Goal #2 to the extent that the limited process for its pursuit through economics education is kept in mind.[25] Goal #6 also recognizes individual values in one's better understanding of the world in which he lives and of his place in it.

Understanding of the world includes understanding of the market, or free enterprise, system, not only because that system is an important part of our own social system as an entirety, but also because that understanding is basic to good understanding of our own mixed economy, with governmental and other intrusions, as well as to good understanding of socialistic economies.

Goal #6 is not, of course, the most ultimate goal which could be specified. Rather, it is the first one in an ascending scale of ultimacy which encompasses our entire objective. It thus retains the fullest overall tangibility possible. Like any of the more ultimate goals or objectives of economics education, it is general and it requires implementation, as by the provision of behavioral objectives. Still, as explained in Exhibit IX-17A,[26] it is just such a general goal which determines what detailed outcomes and activities in economics education are appropriate.

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[25] Discussed under the heading "Synthesis to the 'Consensus' Goal" below.

[26] As explained in note b on p.4 of Exhibit IX-17A.

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It is considered no flaw in this goal that it can also be cited as a goal for all general education: that circumstance may rather be regarded as a strength:

> "There is only one subject matter for education, and that is Life in all its manifestations...An understanding of that stream of events which passes through (the learner's) mind, which is his life". And education "is useful because understanding is useful".[27]

Synthesis to the "Consensus" Goal

At the end of the Questionnaire #3 canvasses of participants there remained strong support, but also some strong resistance, as to each of the three goals, #2, #3, and #6, discussed in the preceding section as remaining in contention. This support and resistance continued in responses to Questionnaire #4, although in different degrees. Exhibit VII gives a bird's eye view of these results.

In recognition of the support for each of the three goals, we undertook for Questionnaire #4 to construct a rationale for Goal #6 which would integrate into it by valid explanation all of Goal #3, and also Goal #2 to the extent that the limited process for its practicable pursuit through economics education is specified. The result, Goal #632, the "consensus" goal and rationale, as used in Questionnaire #4 appears in Exhibit IX-13A,[28] and a revised version appears as Exhibit A on page 6.

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[27] Alfred North Whitehead, The Aims of Education and Other Essays: New York, MacMillan, 1959, pp. 10 and 3.

[28] Page 2 of Exhibit IX-13A.

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Goal #6 was used as the integrating vehicle, because it was the only one of the three contending goals with sufficient breadth to encompass the practicable portions of all three of them, not because it was considered a winner in any sense among the three contenders.

The pros and cons as to the component parts of Goal #632 as discussed in the preceding section and referenced there may still apply, at least in parts, to the "consensus" goal. In addition, this "consensus" goal, with its rationale, was said by participants to be in itself too complex and lacking in clarity. In particular, strong exceptions were taken to the first two sentences of the rationale.[29]

Nevertheless, this "consensus" goal and rationale (#632) received the remarkably strong overall support mentioned in Section I above and detailed in Table I on the following page.

Hopefully, with the restatement of the goal and rationale to meet correctable points made by participants, a resurvey of the various population groups would result in even greater degrees of acceptance and enthusiasm.

Businessmen were less enthusiastic than others as to the goal and rationale, although as shown in Table I they accepted it at least "willingly" in a 2.2 to 1 ratio. Including "only reluctant" acceptances (see Exhibit VIII), 73.9% accepted it and 21.7% rejected it, that is, in a ratio of 3.4 to 1. We would have liked of course to have had a larger sample than 23 businessmen and as well a testing of our result in a setting where they were not so precipitantly pushed, first from choices of goals #17 and #12,[30] and then from choices of #2.[31]

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[29] These points and others are discussed in Exhibits IX-15A and IX-17A.

[30] See Exhibits V, VI, and VII.

[31] See Exhibits VII and VIII.

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TABLE I

ACCEPTANCE/REJECTION RATIOS AS TO "CONSENSUS" GOAL AND RATIONALE #632[a]

Respondents[a]	Number	Ratio of Acceptances to Rejections, excluding acceptances "only reluctantly"[b]	Ratio of all Acceptances to Rejections[b]
With Primary Occupation:			
Econ. educ.	60	6.7 to 1	8.8 to 1
Econ.-other	41	3.1 to 1	4.1 to 1
Educ. Adm.	22	2.0 to 1	2.5 to 1
Soc. Sc. - other	19	6.5 to 1	8.0 to 1
Tr. Soc. St. Tchrs.	17	3.3 to 1	3.3 to 1
Business	23	2.2 to 1	3.4 to 1
Purdue student	12	all accepted	all accepted
Other Classifications:			
Adm. Off. or Empl. Ec. Ed. Council or Ctr.	30	6.3 to 1	9.0 to 1
Role in Econ. Ed.:			
College tchg.	67	8.4 to 1	12.3 to 1
Pre-coll. tchg.	10	7.0 to 1	9.0 to 1
Research	23	5.0 to 1	6.4 to 1
Administration	27	6.0 to 1	8.0 to 1
Author Ec. Prin. Text:			
College	34	5.5 to 1	7.2 to 1
Pre-college	11	2.3 to 1	2.7 to 1

[a] "Consensus" goal #632, with its rationale statement, is specified in Exhibit II and the various occupations and roles in Exhibit IV.

[b] Based upon the data presented in Exhibit VIII.

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Educational administrators were also less enthusiastic than most groups, but they still accepted the "consensus" at least "willingly" in a 2 to 1 ratio. It is notable that 45.5% of this group continued to the last questionnaire to prefer goal #2, although the preference there was markedly lower than the 72.7% of the preceding Questionnaire #3.[32] It would seem that many educational administrators without better exposure to the thinking of economics educators and others are not clear as to what economics education really should be.

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[32] See Exhibit VII.

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V. RECOMMENDED ACTIONS

With the economic illiteracy we see about us, and with its devastating effects, we believe that specification of the goal and rationale for its reduction is both essential and urgent. The possibilities for consensus in place of the present confusions are well displayed by the Inquiry results we have here reported.

Specification of goal

A first step of action is obviously to make known to all persons concerned with economics education the findings of this Inquiry as to the existing confusions of purposes and actions, the possibility and nature of a "consensus" goal and rationale, and the desirability that each interested party develop individually a preferred goal and rationale. In the development of such a goal and rationale each of us should weigh the thoughts and conclusions of the participants in the Inquiry, based upon their years of varied experience. Our Inquiry results suggest, we believe, that a substantial consensus will prevail, but we must recognize of course that goal specification will always be an unfinished task, one always open to an ongoing process of redefinition.

Explanation to business interests

Explanations of the findings and the "consensus" to businessmen who direct so much of the financial support of economics education are essential. The broad goal of the consensus, with the evidence of its wide support from other groups, does not, we believe, involve a threat to the free enterprise system. Rather, it holds the promise of sustaining

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it upon a firmer and broader base. We can hope to create economic understanding which in the long run will have more success than any attempt at mere propaganda. As Kenneth E. Boulding implied, although speaking in another connection some years back, "the great virtue of exhortation in moral matters has been that it hasn't worked." The best hope, it seems to us, then, is from open and unbiased examination, rationally, of all the economic realities of the worlds in which we live.

Explanation to educational administrators

Educational administrators are apparently confusing economics education with consumer, business, investor, and working skill education and are presuming that projects in the latter fields meet the purposes of economics education. Their strong preferences for goal #2 (to make us better participants in the economy) and their own explanations for those preferences show the need for clarification of this issue among school and other administrative personnel. The shift from the higher 72.7% preference for Goal #2 in our Questionnaire #3 to 45.5% in Questionnaire #4 shows that such clarification can be effective. With clearer understanding of the distinction between economics education and consumer and business training, provision of economics education will be freed from the present handicapping belief that it is already being provided.[33]

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[33]This is not to say that consumer and business education, for example, cannot be used to teach some social economics, but only that the need for greater economic understanding is not met by such education.

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Implications as to trainers of teachers of the social studies

Trainers of social studies teachers are obviously in a key position so far as improvement of economics education is concerned. A clearer understanding among them as to what economics education is and as to its goal and rationale is needed, as the progress of our Inquiry made clear. The results imply also a need for improved economic understanding among them.

In general

For all of us the findings indicate consensus that consumer economics, business courses, etc. do not constitute the needed economics education; that the teaching of facts as economics has no support; that the teaching of economic theory alone has very little more; and that concentration upon social problems alone in economics education is also broadly questioned.

The handling of values and the place of the affective domain in economics education appeared as heated issues in our Inquiry. We ourselves hope that the broad acceptance of the "consensus" goal indicates a consensus in these matters, too, which the comments of individual participants seemed in some cases to deny. We trust that better statements of the "consensus" goal and rationale will confirm the "consensus" in this regard as well as in others. It seems to us that meaningful economics education necessarily involves clarifications as to the role of values and that economics education, as all education, will succeed only as it recognizes and respects in its undertakings the importance of emotions and feelings - the affective domain - as well as understanding and reasoning - the cognitive one with which we have all along been so rightfully concerned.

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EXHIBIT I

The More Commonly - Stated Possible Goals

of Economics Education* as Involved in the Inquiry

Note: These goals were derived by us from goal statements freely made by participants in the Inquiry in response to our Questionnaire #1 and from other sources. They proved to be remarkably inclusive for the objective choice-making of Questionnaire #2, and they seemed to raise few phraseology questions as we proceeded.

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*"Economics education" is defined for purposes of this study to mean activities which promote a wider understanding of basic economic principles and their possible applications, as a matter of general education. It is not, therefore, intended to include education in more advanced economics as a matter of professional training.

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Possible Goal

\+ 1. To improve our understanding of economic theory or analysis.[a]

+o 2. To help us to be more capable as direct participants in the economy - that is, as consumers, workers, businessmen, or investors[b]

+o 3. To "improve" decisions when we act in our society as citizens.

4. To help us, as participants in the economy, to fulfill better the responsnbilities we have to others.

5. To develop our faculties for critical thinking.

+o 6. To improve our understanding of the world in which we live.

7. To develop a questioning attitude among students towards their world.

8. Learning for learning's sake.

9. To develop students' creative abilities.

10. To develop students' lasting interest in economics.

11. To help explain historical events more satisfactorily.

12. To help us appreciate more the free enterprise or market economy.

13. To help us to develop a more satisfactory economic system.

14. To help us to evaluate different types of economic systems.

15. To begin the training of students for more advanced studies in economics.

16. To help students to become problem solvers.

\+ 17. To improve our understanding of the free enterprise or market economy.[c]

20. Other[d]

---

a In Questionnaire #2 this possible goal read: "The learning of economic theory or analysis."

b In Questionnaire #2 this possible goal began: "To make us more capable..."

c In Questionnaire #2 this possible goal read: "To help us to understand better the free enterprise or market economy."

d In Exhibits V and VI entries in column #20 signify choices of goals not specified in a Questionnaire. This means that particular choices even of goals listed above are then tabulated in column #20. It also means that choices of goals specified in a particular Questionnaire are not tabulated in column #20 even when because of paucity of numbers they are not tabulated separately either.

\+ One of the five goals continuing in contention in Questionnaire #3.

o One of the three goals continuing in contention in Questionnaire #4.

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EXHIBIT II

The "Consensus" Goal #632

of the Inquiry,

Including a Rationale Statement

-and-

EXHIBIT II-A

How They Were Derived

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The "Consensus" Goal #632 of the Inquiry, including a Rationale Statement:+

GOAL

The general objective or goal of economics education* is to improve our understanding of the world in which we live.

RATIONALE

This objective is asserted in the belief that as a result we may each enhance the sense of being at one with ourselves and with our encompassing worlds. A feeling of integrity of self and world appears to be fundamental to personal contentment. It may also release us to make more rational personal decisions and to participate in the making of more rational social decisions. Moreover, our improved understanding would directly yield frameworks and tools of analysis for better discriminating among many of the social alternatives which may be available to us.o

---

* Economics education is defined for purposes of this study to mean activities which promote a wider understanding of basic economic principles and their possible applications, as a matter of general education. It is not, therefore, intended to include education in more advanced economics as a matter of professional training.

+ We hope you will direct your attention to the ideas represented rather than the particular phraseology we happen to employ.

o A more complete rationale would of course include also discussion of learning theory, teaching strategies, media, diffusion processes, etc.

(Added for this reproduction: The rationale may be strengthened by including the ideas of note 5 of Exhibit A.)

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EXHIBIT II-A

How "Consensus" Goal #632
and its Rationale Were Derived

The "consensus" goal, or goal #632, with its rationale, as stated in Exhibit II, was derived through the following steps:

1. In Questionnaire #1 each participant was asked to state himself what he believed was the single most important general objective (or ultimate goal or purpose).

2. In Questionnaire #2 we listed 17 possible goals (See Exhibit I) believed to cover quite completely the Questionnaire #1 responses and asked for a single choice from among them.

3. In Questionnaire #3 we asked for choices of the "Best" and the "Worst" from among the five most popular of these goals, as we saw them based upon Questionnaire #2 data (Goals #1, #2, #3, #6, and #17). (See Exhibit V.) We also asked for statements of the principal reason for each of such choices.

4. In Questionnaire #4 we repeated the request for choices from among the three most popular goals, as we saw them based upon Questionnaire #3 data (Goals #2, #3, and #6). (See Exhibits VI and III-2, III-3, and III-6).

5. In view of the strong continuing support for each of goals #2, #3, and #6 in Questionnaire #3, we also stated in Questionnaire #4 a "consensus" goal #632, integrating into a rationale for goal #6 the content of goal #3 and #2 to the extent that the limited process for its practicable pursuit through economics education is specified. See the foregoing Exhibit II and Exhibits A and A-1).

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6. The choices in Questionnaire #4 made by participants from among goals #2, #3, and #6 as the "Best" and the "Worst" (See Exhibit VII) and the acceptance and rejection choices as to the "Consensus" Goal #632 in Questionnaire #4 (see Exhibit VIII and Table I) seem to support our use of the work "consensus" in its title.

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EXHIBITS III-2, III-3, III-6, and III-632

Pros and Cons Cited by Participants as to Possible Goals #2, #3, #6, and #632 of the Inquiry[a]

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[a]See Exhibit II-A for a discussion as to how these goals were derived.

Exhibit III-2

Goal #2: To help us to be more capable as direct participants in the economy - that is, as consumers, workers, businessmen, or investors.

Pros Cited[a]	Cons Cited[a]
1) Because this is what economics is all about.	1) Its narrowness.
2) By definition.	2) Valid enough goal, but not of economics education.
3) All of the goals or means to a goal are subsumed under this #2.	3) There must be more effective ways to improve our decisions as consumers, workers, businessmen, and investors.
4) From the data I assume more will agree on #2.	4) Cannot be achieved by the study of economics as a social science.
5) Other areas of social science can better do #3 and #6.	5) Would require enormous effort to make it useful in this sense.
6) Immediate and practicable.	6) Such capability is a matter of training and innate capacity; we provide neither.
7) We are all workers and/or consumers.	7) Liberal arts not designed to train technical experts.
8) We don't usually operate as theorists.	8) Economics unlike business administration, home economics and such is not a how-to-do-it discipline.
9) Inclusive enough for everyone to agree.	9) Attention to this goal involves inattention, then, to the tragedy of economic literacy in this country.
10) Because it's achievable in one course.	10) There is a place for "how to" instruction, but not as a part of general education. That becomes special education.
11) I prefer behaviorally stated objectives.	

[a] Citations are included regardless of possible questions as to their validity or conclusiveness.

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Exhibit III-3

Goal #3: To "improve" decisions when we act in our society as citizens

Pros Cited[a]

1) It's action oriented compared to #1 and #6.
2) Most potential payoff.
3) Societal goals (vs. individual ones of #2) more likely to gain social support.
4) I'm influenced by economists' views (as stated in material accompanying Questionnaire #3).
5) Because economics plays a crucial role in this context.
6) Places emphasis on citizens' obligations to make effective decisions.
7) Everybody is a citizen.
8) Stresses principal objectives of all basic secondary education.
9) What general education is all about.
10) It is all inclusive - all the other goals are inferred by #3.
11) All the other alternatives will result.
12) Maybe not as broad as #6, but overwhelmingly the more ultimate.
13) I assume "citizen" does not restrict these decisions to voting. But rather includes all decisions made by an individual that influence another individual or group.

Cons Cited[a]

1) Too broad - Requires knowledge of other disciplines.
2) Valid enough, but dangerous in its ignoring of the individual and social values that come from a broader and deeper world understanding.
3) Too popularly cited.
4) Much too distant and vague to be of much utility in shaping curriculum.
5) Implicitly limits life space of a student to a given society - education becomes indoctrination.
6) Other areas of social science can better do #3...
7) Too narrow.
8) I would vote for #3 if I thought it included #6 and #2.
9) I am troubled by "improve" (in quotes). It encompasses vagaries of a multiplicity and variety of voices crying in the political wilderness.
10) To instruct as to how knowledge is to be used borders on indoctrination.

[a]Citations are included regardless of possible questions as to their validity or conclusiveness.

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Exhibit III-6

Goal #6: To improve our understanding of the world in which we live

Pros Cited[a]

1) Ultimately important and inclusive.
2) A fulcrum: #1 and #17 are inputs to #6; #2 and #3 are outputs from #6. In that sense, it is most critical goal offered (the scarcest "resource so to speak)."
3) Embraces what is most valuable to attempt in the other goals.
4) #17 is subsumed under #6.
5) #1 by itself is just a game; #2 is left for Business Administration; #3, like #2 is only a potential (low probability) by-product.
6) Helps to improve decisions at both the private and the public level.
7) The breadth of the social and economic view which it represents.
8) Recognizes human as well as social values.
9) Properly directs attention to the needs of individual human beings; who ever knew a society to cry or laugh?
10) Places economics as a social science, not a narrow technical science.
11) Deals with real world.
12) All genuine education should have this goal.
13) Economics education is not theory alone, nor decisions alone.
14) Most flexible from the students' point of view - the only one that does not rely heavily on the instructors' determining what ought to be learned.
15) The most valid goal upon which we would most easily secure a productive agreement.
16) The ultimate purpose of all education - its breadth encompasses all my pet "subgoals".

(Concluded at right)

Cons Cited[a]

1) "Goal" is the end to which effort is directed. This eliminates #6.
2) Too global, too ambiguous; thereby less translatable into a course of action.
3) Goal sought by many different disciplines and reached as a whole by the sum of its various parts.
4) Most limited of the goals. Can be assumed to take place if goal #1 (learning of economic analysis) is met.
5) Could be a limited goal of most any kind of education.
6) Other areas of social science can better do... #6.

Pros Cited[a] (Concluded)

17) As scientists and educators our primary function should be to pass on knowledge about how the world works...
18) Alfred North Whitehead: "There is only one subject matter for education, and that is Life in all its manifestations.... An understanding of that stream of events which passes through (the learner s) mind, which is his life." An education "is useful because understanding is useful." - The Aims of Education and Other Essays, The MacMillan Company, 1959, pp. 10 and 3

[a]Citations are included regardless of possible questions as to their validity or conclusiveness.

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EXHIBIT III - 632

"Consensus" Goal #632 (with its Rationale): Set forth in Exhibit II above.

1. The pros and cons stated in Exhibit III-6, III-3, and III-2 above may be applicable in a part to the "Consensus" Goal #632 or parts of it.

2. Pros and cons as to Goal #632 itself are indicated by the material in Exhibit IX - 17A. pp. 2-9.

3. In addition, there were individual complaints that the goal and/or the statements of it were too complex, "not concrete enough," or "not meaningful."

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EXHIBIT IV

Definitions as to Occupations and Certain

Other Roles, as Involved in the Inquiry

A. "Occupations":

1. Economics education*
(teaching, research, administration)

2. Economist not engaged primarily in economics education*
(i.e., teacher of other economics courses, researcher in economics, business economist, etc.)

3. Education administration (other than specifically in economics education*)

4. Other social scientist

5. Other social studies teaching

6. Training of social studies teachers

7. Business

8. Labor leadership

9. Agriculture

10. Other

11. Purdue Student, for most of the person's working time. (In Questionnaire #1, this item was broken into three items, 11, 12, and 13.)

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*"Economics education" is defined for purposes of this study to mean activities which promote a wider understanding of basic economic principles and their possible applications, as a matter of general education. It is not, therefore, intended to include education in more advanced economics as a matter of professional training.

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B. "Primary Occupation:" the occupation to which the largest part of a person's working time is devoted.

C. "Secondary Occupation:" another occupation, in addition to the "primary occupation," to which at least 25% of a person's working time is devoted.

D. "Role in economics education:" (one to which more than 20% of a person's total working time is devoted.)

1. Teaching in economics education* at the collegiate level.

2. Teaching in economics education* at the precollegiate level.

3. Research in economics education*

4. Economics education* administration

---

* "Economics education" is defined for purposes of this study to mean activities which promote a wider understanding of basic economic principles and their possible applications, as a matter of general education. It is not, therefore, intended to include education in more advanced economics as a matter of professional training.

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EXHIBIT V

Choices of Participants in Questionnaire #2 as the Single Most Important Ultimate General Objective of Economics Education

Exhibit V shows the percentages of the stated total number of participants in each occupational or role class (listed in the first columns) who chose in Questionnnaire #2 a particular goal (listed in the top rows), as the single most important ultimate general objective of economics education as defined.

Thus, 30.0% of the 60 respondents who stated their primary occupation as economics education chose goal #3.

Columns for various goals are omitted in the Exhibit where there was no more than one choice, or no more than a 5% choice, of that goal in any respondent class listed.

Exhibit V

Choices of Participants in Questionnaire #2 as the Single Most Important Ultimate General Objective of Economics Education

By Respondents[a] With Primary Occupation:	Number[b]	Percentage of Goal Choices Within the Respondent Group[a]										
		#1 %	#2 %	#3 %	#5 %	#6 %	#12 %	#13 %	#16 %	#17 %	#20 %	No Response[d] %
Economics Education	60	5.0	16.7	30.0	5.0	28.3		3.3	5.0	3.3		1.7
Economics - Other	41	2.4	3.7	47.6	2.4	26.8		2.4	2.4	2.4	2.4	7.3
Educ. Admin.	22	4.5	59.1	9.1	4.5	4.5				4.5		4.5
Soc. Sc. - Other	19	21.1	36.8	21.1		10.5		5.3				
Trainers-Soc. St. Tehrs.	17	5.9	29.4	35.3	5.9			5.9			5.9	11.8
Business	23		39.1	13.0		13.0	8.7[c]			17.4[c]		
Purdue Student	12		33.3	25.0		16.7						
Other Classifications:												
Adm. off. or empl. Ec. Ed. Council or Ctr.	30	6.7	18.3	35.0	3.3	30.0			3.3			
Role in Econ. Educ:												
College Tchg.	67	3.0	14.9	32.8	6.0	25.4		2.9	4.5	1.5		6.0
Pre-college Tchg.	10		30.0	40.0	10.0	10.0			10.0			
Research	23		19.6	32.6	4.4	21.8	4.4	8.7	4.4	4.4		
Administration	27	7.4	33.3	22.2	7.4	22.2			3.7	3.7		
Author Econ. Prin. Text:												
College	34	2.9	8.8	35.3	5.9	26.5		5.9	2.9	2.9		5.9
Pre-college	11		31.8	31.8		9.1		9.1				18.2

[a] The various goals are specified in Exhibit I and the various occupational and role classes in Exhibit IV

[b] The respondents included are those who submitted responses to both Questionnaire #1 and #4; data as to responses as received to Questionnaire #2 are presented in the Memorandum Accompanying Questionnaire #3 of the Inquiry, Exhibit IX - 9A, p. 4.

[c] Note responses to both goal #12 and goal #17, because of the similarity of these two goals.

[d] Indicates no response only to the item in question.

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EXHIBIT VI

Choices of Participants in Questionnaires #2 and #3 as the "Best" and "Worst" Ultimate General Objective of Economics Education from among the Five Contenders[a] of Questionnaire #3

Exhibit VI shows the percentages of the total stated number of participants of each class as in Exhibit V who chose in Questionnaires #2 and #3 as the "best" or the "worst" general objective of economics educacion each of the five goals which remained in contention in Questionnaire #3.[a]

Thus, 36.6% of the 41 respondents who stated their primary occupation as an economist not engaged primarily in economics education chose in Questionnaire #3 goal #6 as the best, while 4.9% chose it as the worst, among the five contenders.

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a The derivation of the five contenders is reviewed in Exhibit II-A, items 1 through 3.

EXHIBIT VI BEST COPY AVAILABLE

Choices of Participants in Questionnaires #2 and #3 as the "Best" and "Worst" General Objective of Economics Education from among the Five Contenders of Questionnaire #3

By Respondents[a]	Number[b]	Percentage of Goal Choices Within the Respondent Group[a] #1	#2	#3	#6	#17	#20	No Response[c]
With primary occupation:								
Econ. Educ.								
"Best" - Q.#2	60	5.0%	16.7%	30.0%	28.3%	3.3%		1.7%
"Best" - Q.#3	60	10.0	15.0	33.3	35.0	1.7		5.0
"Worst" - Q.#3	60	31.7%	16.7%	5.0%	6.7%	35.0%		5.0
Econ. - Other								
"Best" - Q.#2	41	2.4	3.7	47.6	26.8	2.4		7.3
"Best" - Q.#3	41	4.9	9.8	39.0	36.6	2.4	2.4%	4.9
"Worst" - Q.#3	41	22.0	22.0	4.9	4.9	39.0		7.3
Ed. Adm.								
"Best" - Q.#2	22	4.5	59.1	9.1	4.5	4.5		4.5
"Best" - Q.#3	22	9.1	72.7	4.5	9.1			4.5
"Worst" - Q.#3	22	40.9	4.5	9.1	13.6	27.3		4.5
Soc. Sc. - Other								
"Best" - Q.#2	19	21.1	36.8	21.1	10.5			
"Best" - Q.#3	19	15.8	31.6	21.1	26.3			5.3
"Worst" - Q.#3	19	5.3		15.8		73.7		5.3
Tr. Soc. St. Tchr.								
"Best" - Q.#2	17	5.9	29.4	35.3				11.8
"Best" - Q.#3	17	17.6	11.8	41.2	11.8			17.6
"Worst" - Q.#3	17	17.6		5.9		58.8		17.6
Business								
"Best" - Q.#2	23		39.1	13.0	13.0	17.4[d]		
"Best" - Q.#3	23	4.3	52.2	21.7	4.3	13.0		4.3
"Worst" - Q.#3	23	56.5		21.7	8.7	8.7		4.3

[a] The various goals are specified in Exhibit I and the various occupational and role classes in Exhibit IV.

[b] The respondents included are those who submitted responses to both Questionnaire #1 and #4; data as to responses as received to each of Questionnaires #2 and #3 are presented in the Memorandum accompanying the succeeding Questionnaire in Exhibit IX.

[c] Indicates no response only to the item in question.

[d] Note also the additional 8.7% choice of goal #12 as shown in Exhibit V.

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Exhibit VI (Continued)

Choices of Participants in Questionnaires #2 and #3 as the "Best" and "Worst" General Objective of Economics Education from among the Five Contenders of Questionnaire #3

By Respondents[a]	Number[b]	Percentage of Goal Choices Within the Respondent Group[a]						No Response[c]
		#1	#2	#3	#6	#17	#20	
With primary occupation:								
Purdue Student								
"Best" - Q.#2	12		33.3%	25.0%	16.7%			
"Best" - Q.#3	12	25.0%	33.3	16.7	16.7			8.3%
"Worst" - Q.#3	12	25.0		8.3	8.3	41.7%		16.7
Other Classifications								
Adm. Off. or Empl. Ec. Ed. Council or Ctr.								
"Best" - Q.#2	30	6.7	18.3	35.0	30.0			
"Best" - Q.#3	30	6.7	20.0	43.3	30.0			
"Worst" - Q.#3	30	40.0	3.3	3.3	3.3	50.0		
Role in Econ. Educ.:								
College Tchg.								
"Best" - Q.#2	67	3.0	14.9	32.8	25.4	1.5		6.0
"Best" - Q.#3	67	8.9	10.4	32.8	37.2	1.5	1.5%	7.5
"Worst" - Q.#3	67	22.3	22.3	6.0	6.0	35.8		7.5
Pre-Coll. Tchg.								
"Best" - Q.#2	10		30.0	40.0	10.0			
"Best" - Q.#3	10	10.0	40.0	40.0	10.0			
"Worst" - Q.#3	10	30.0				70.0		
Research								
"Best" - Q.#2	23		19.6	32.6	21.8	4.4		
"Best" - Q.#3	23		21.7	34.8	26.1	4.3	4.3	8.7
"Worst" - Q.#3	23	43.5	17.4			30.4		8.7

[a] The various goals are specified in Exhibit I and the various occupational and role classes in Exhibit IV.

[b] The respondents included are those who submitted responses to both Questionnaire #1 and #4; data as to responses as received to each of Questionnaires #2 and #3 are presented in the Memorandm accompanying the succeeding Questionnaire in Exhibit IX.

[c] Indicates no response only to the item in question.

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Exhibit VI (Concluded)

Choices of Participants in Questionnaires #2 and #3 as the "Best" and "Worst" General Objective of Economics Education from among the Five Contenders of Questionnaire #3

By Respondents[a]	Number[b]	Percentage of Goal Choices Within the Respondent Group[d]						No Response[c]
		#1	#2	#3	#6	#17	#20	
Role in Econ. Educ.								
Administration								
"Best" - Q.#2	27	7.4%	33.3%	22.2%	22.2%	3.7%		
"Best" - Q.#3	27	3.7	33.3	40.7	22.2			
"Worst" - Q.#3	27	40.7		3.7	7.4	48.2		
Author Econ. Prin. Text:								
College								
"Best" - Q.#2	34	2.9	8.8	35.3	26.5	2.9		5.9%
"Best" - Q.#3	34	2.9	11.8	38.2	32.4	2.9	2.9%	8.8
"Worst" - Q.#3	34	29.4	29.4			32.4		8.8
Pre-College								
"Best" - Q.#2	11		31.8	31.8	9.1			18.2
"Best" - Q.#3	11	9.1	27.3	36.4	9.1		9.1	9.1
"Worst" - Q.#3	11	36.4				54.5		9.1

[a] The various goals are specified in Exhibit I and the various occupational and role classes in Exhibit IV.

[b] The respondents included are those who submitted responses to both Questionnaire #1 and #4; data as to responses as received to each of Questionnaires #2 and #3 are presented in the Memorandum accompanying the succeeding Questionnaire in Exhibit IX.

[c] Indicates no response only to the item in question.

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EXHIBIT VII

Choices of Participants in Questionnaires #2, #3, and #4 as the "Best" and "Worst" General Objective of Economics Education from among the Three Contenders of Questionnaire #4[a]

Exhibit VII shows the percentages of the stated total number of participants of each class as in Exhibits V and Vi who chose in Questionnaires #2, #3, and #4 as the "best" and the "worst" general objective of economics education each of the three goals which remained in contention in Questionnaire #4.[a]

Thus, 21.1% of the 19 respondents who stated their primary occupation as social scientists other than economists chose in Questionnaire #4 goal #3 as the best, while 26.3% chose it as the worst, among the three contenders.

---

[a] The derivation of the three contenders is reviewed in Exhibit II-A, Items 1 through 4.

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Choices of Participants in Questionnaires #2, #3, and #4 as the "Best" and "Worst" General Objective of Economics Education from among the Three Contenders of Questionnaire #4

By Respondents[a]	Number[b]	Percentage of Goal Choices Within the Respondent Group[a] #2	#3	#6	No Response[c]
With primary occupation:					
Econ. Educ.					
"Best" - Q.#2	60	16.7%	30.0%	28.3%	1.7%
"Best" - Q.#3	60	15.0	33.3	35.0	5.0
"Best" - Q.#4	60	18.3	31.7	50.0	
"Worst"	60	66.7	6.7	26.7	
Econ. - Other					
"Best" - Q.#2	41	3.7	47.6	26.8	7.3
"Best" - Q.#3	41	9.8	39.0	36.6	4.9
"Best" - Q.#4	41	17.1	36.6	46.3	
"Worst"	41	63.4	7.3	24.4	4.9
Ed. Adm.					
"Best" - Q.#2	22	59.1	9.1	4.5	4.5
"Best" - Q.#3	22	72.7	4.5	9.1	4.5
"Best" - Q.#4	22	45.5	9.1	40.9	4.5
"Worst"	22	36.4	13.6	45.5	4.5
Soc. St. - Other					
"Best" - Q.#2	19	36.8	21.1	10.5	
"Best" - Q.#3	19	31.6	21.1	26.3	5.3
"Best" - Q.#4	19	36.8	21.1	42.1	
"Worst"	19	26.3	26.3	31.6	15.8
Tr. Soc. St. Tchr.					
"Best" - Q.#2	17	29.4	35.3		11.8
"Best" - Q.#3	17	11.8	41.2	11.8	17.6
"Best" - Q.#4	17	17.6	64.7	17.6	
"Worst"	17	52.9	5.9	41.2	

[a] The various goals are specified in Exhibit I and the various occupational and role classes in Exhibit IV.

[b] The respondents included are those who submitted responses to both Questionnaire #1 and #4; data as to responses as received to each of Questionnaires #2, #3, and #4 are presented in the Memorandum as to succeeding Questionnaires and the Final Report to Participants in Exhibit IX.

[c] Indicates no response only to the item in question.

R/6

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Exhibit VII (continued)

Choices of Participants in Questionnaires #2, #3, and #4 as the "Best" and "Worst" General Objective of Economics Education from among the Three Contenders of Questionnaire #4

By Respondents[a]	Number[b]	Percentage of Goal Choices Within the Respondent Group[a] #2	#3	#6	No Response[c]
With primary occupation:					
Business					
"Best" - Q.#2	23	39.1%	13.0%	13.0%	
"Best" - Q.#3	23	52.2	21.7	4.3	4.3%
"Best" - Q.#4	23	52.2	17.4	26.1	4.3
"Worst"	23	13.0	43.5	34.8	8.7
Purdue Student					
"Best" - Q.#2	12	33.3	25.0	16.7	
"Best" - Q.#3	12	33.3	16.7	16.7	8.3
"Best" - Q.#4	12	41.7	8.3	50.0	
"Worst"	12	41.7	58.3		
Other Classifications					
Adm. Off. or Empl.					
Ec. Ed. Council or Ctr.					
"Best" - Q.#2	30	18.3	35.0	30.0	
"Best" - Q.#3	30	20.0	43.3	30.0	
"Best" - Q.#4	30	13.3	36.7	50.0	
"Worst"	30	66.7	6.7	26.7	
Role in Econ. Educ.:					
College Tchg.					
"Best" - Q.#2	67	14.9	32.8	25.4	6.0
"Best" - Q.#3	67	10.4	32.8	37.2	7.5
"Best" - Q.#4	67	16.4	35.8	47.8	
"Worst"	67	70.1	0.0	23.9	

[a] The various goals are specified in Exhibit I and the various occupational and role classes in Exhibit IV.

[b] The respondents included are those who submitted responses to both Questionnaire #1 and #4; data as to responses as received to each of Questionnaires #2, #3, and #4 are presented in the Memorandum as to succeeding Questionnaires and the Final Report to Participants in Exhibit IX.

[c] Indicates no response only to the item in question.

Exhibit VII (concluded)

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Choices of Participants in Questionnaires #2, #3, and #4 as the "Best" and "Worst" General Objective of Economics Education from among the Three Contenders of Questionnaire #4

By Respondents[a]	Number[b]	Percentage of Goal Choices Within the Respondent Group[a] #2	#3	#6	No Response[c]
Role in Econ. Ed.:					
Pre-Coll. Tchg.					
"Best" - Q.#2	10	30.0%	40.0%	10.0%	
"Best" - Q.#3	10	40.0	40.0	10.0	
"Best" - Q.#4	10	30.0	40.0	30.0	
"Worst"	10	40.0	20.0	40.0	
Research					
"Best" - Q.#2	23	19.6	32.6	21.8	
"Best" - Q.#3	23	34.8	26.1	4.3	8.7%
"Best" - Q.#4	23	21.7	34.8	43.5	
"Worst"	23	52.2	8.7	39.1	
Administration					
"Best" - Q.#2	27	33.3	22.2	22.2	
"Best" - Q.#3	27	33.3	40.7	22.2	
"Best" - Q.#4	27	29.6	33.3	37.0	
"Worst"	27	51.9	7.4	40.7	
Author Econ. Prin. Text					
College					
"Best" - Q.#2	34	8.8	35.3	26.5	5.9
"Best" - Q.#3	34	11.8	38.2	32.4	8.8
"Best" - Q.#4	34	14.7	32.4	52.9	
"Worst"	34	73.5	2.9	23.5	
Pre-College					
"Best" - Q.#2	11	31.8	31.8	9.1	18.2
"Best" - Q.#3	11	27.2	36.4	9.1	9.1
"Best" - Q.#4	11	9.1	54.6	36.4	
"Worst"	11	27.3	18.2	54.5	

[a] The various goals are specified in Exhibit I and the various occupational and role classes in Exhibit IV.

[b] The respondents included are those who submitted responses to both Questionnaire #1 and #4; data as to responses as received to each of Questionnaires #2, #3, and #4 are presented in the Memorandum as to succeeding Questionnaires and the Final Report to Participants in Exhibit IX.

[c] Indicates no response only to the item in question.

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EXHIBIT VIII

Percentages of Respondents Accepting and Rejecting "Consensus" Goal #632, including its Rationale Statement[a], in Questionnaire #4

Exhibit VIII shows in cumulative terms the percentages of the stated total number of participants of each class as in Exhibits V, VI, and VII accepting the "consensus" goal #632[a] with various specified degress of willingness, as well as the percentage of each class rejecting it.

Thus, 73.9% of the 23 respondents who stated their primary occupation as business accepted "consensus" goal #632, while 21.7% rejected it. The acceptance to rejection ratio for businessmen was accordingly 3.4 to 1. If we exclude as acceptances those made "only reluctantly," we find the acceptance to rejection ratio for the rest of the businessmen as 2.2 to 1 (47.8% divided by 21.7%).

---

a "Consensus" goal #632, with a rationale statement, is specified in Exhibit II and the various occupations and roles in Exhibit IV.

The derivation of "consensus" goal #632, with its rationale statement, is reviewed in Exhibit II-A.

Exhibit VIII

Percentages of Respondents Accepting and Rejecting "Consensus" Goal[a] #632, including its Rationale Statement[a], in Questionnaire #4

By Respondents[a]	Number[b]	Cumulative Per Cent Accepting: Very Enthusiastically	+ Enthusiastically	+ Willingly	+ Only Reluctantly	Per Cent Rejecting
With primary occupation:						
Econ. Educ.	60	23.3%	43.3%	66.7%	88.3%	10.0%
Econ. - Other	41	22.0	41.5	61.0	80.5	19.5
Educ. Adm.	22	22.7	36.3	54.5	68.1	27.3
Soc. Sc. - Other	19	15.8	31.6	68.4	84.2	10.5
Tr. Soc. St. Tchrs.	17	11.8	53.0	76.5	76.5	23.5
Business	23	4.3	13.0	47.8	73.9	21.7
Purdue Student	12	33.3	50.0	75.0	100.0	0
Other Classifications:						
Adm. Off. or Empl. Ed. Ed. Council or Ctr.	30	23.3	46.6	63.3	90.0	10.0
Role in Econ. Educ.						
Coll. Tchg.	67	20.9	40.3	62.6	90.9	7.4
Pre-Coll. Tchg.	10	10.0	40.0	70.0	90.0	10.0
Research	23	30.4	43.4	65.2	82.6	13.0
Administration	27	29.6	48.1	66.6	88.8	11.1
Author Econ. Prin. Text:						
College	34	14.7	38.2	64.7	85.3	11.8
Pre-College	11	18.2	54.6	63.7	72.8	27.3

[a] "Consensus" goal #632, with a rationale statement, is specified in Exhibit II and the various occupations and roles in Exhibit IV.

[b] The respondents included are those who submitted responses to both Questionnaires #1 and #4.

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EXHIBIT IX

Copies of Outgoing General Communications

to Participants in the Inquiry

PURDUE UNIVERSITY
KRANNERT GRADUATE SCHOOL
OF
INDUSTRIAL ADMINISTRATION
KRANNERT BUILDING
WEST LAFAYETTE, INDIANA 47907

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September 24, 1973

Name
XXXX
XXXX
City, State XXXXX

Dear XXXXXXX:

The Purdue Center for Economics Education is undertaking a study to determine the goals of economics education as perceived by persons who are interested or involved in various ways. The study is sponsored by the Joint Council on Economic Education.

Your participation will involve answering several short questionnaires designed first to determine and clarify goal possibilities and subsequently to crystallize selections among them by respondents classified into various groupings: economists, educators, social scientists, social studies personnel, educational administrators, students, businessmen, labor leaders, and agriculturalists.

We hope that you will participate in this inquiry. We believe that it is basic to better performance in economics education, that is, to the achievement of educational objectives at lower costs, relatively, in time and in money. We believe that our purposes in economics education need closer definition - that there is a gap between our objectives, often only implied, and the strategies we employ.

The value of the study depends upon a broad representation of the attitudes and thinking among persons in many fields of activity, which should not exclude your own.

Your participation in this study will require only a small amount of time, mainly for responding to our brief inquiries. The project design calls for four of them, the first simply requesting identification of your occupation and a brief statement as to what you believe should be the purpose of economics education and your reason for that belief.

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The rest of the study will require you only to check a small number of selections from given lists of alternatives. We will provide to you tabulated results from preceding rounds of responses. We plan also to offer to you at one stage some ten typed pages of optional reading. At a few points there will be opportunity for you to make individual comments, but only if you choose to do so.

All individual responses will be kept confidential. They will be used solely for compilation of statistical composites and perhaps for occasional anonymous quotation.

We earnestly solicit your participation and request that you complete and return the accompanying stamped and addressed return response card, so that we may promptly proceed. We are concernad, of course, to have the study include a solid representation of persons from your own area of occupational interest.

Please complete and return your card at once.

Sincerely yours,

Robert V. Horton
Associate Professor
Department of Economics

Project Director

Dennis J. Weidenaar
Associate Professor
Department of Economics

Director, Purdue Center
for Economics Education

September 24, 1973

1B

PURDUE UNIVERSITY
KRANNERT GRADUATE SCHOOL
OF
INDUSTRIAL ADMINISTRATION
LAFAYETTE, INDIANA 47907

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RE: Accompanying Questionnaire #1 of inquiry as to goals of economics education in which

YOU HAVE AGREED TO PARTICIPATE

We are pleased you have agreed to participate in our inquiry, which has the sponsorship of the Joint Council on Economic Education, and is concerned with the goal(s) of economics education. We value your response as a representative from your own area of occupational interest.

Questionnaire #1 accompanies this letter. Please complete it and return it to us in the accompanying stamped and addressed envelope as promptly as possible. Our tabulations of responses are planned for October 31, 1973.

We shall try, throughout the inquiry, to be sparing in the use of your time, while still achieving meaningful results. This first questionnaire, despite its brevity, will still be more time-consuming than subsequent ones, which will only require the checking of selections from a few sets of alternatives.

To make the study representative of independent opinions, we ask respondents not to communicate with one another as to the questionnaires or their responses.

Robert V. Horton
Associate Professor
Department of Economics

Project Director

Dennis J. Weidenaar
Associate Professor
Department of Economics

Director, Purdue Center
for Economics Education

October 15, 1973

Please complete and return promptly the accompanying pink Questionnaire #1 in the accompanying stamped and addressed envelope. Thank you.

3B

No._____ [Col. 4-6]

IX - 4B

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Inquiry As To Goal(s) of Economics Education

QUESTIONNAIRE #1

Please return promptly in the accompanying stamped, addressed envelope. Tabulating planned for: October 31. Thank you.

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A. My Primary Occupation (the one to which I devote the largest part of my working time) is indicated below by my marking a P in the appropriate box.

B. My Secondary Occupation(s) (another occupation to which I devote at least 25% of my working time) is indicated below by my marking an S in each appropriate box.

(Ignore items in brackets.)

(STUDENTS: If you use most of your working time as a student, please skip this A and B and go at once to SA-SB on the next page.)

Col.: P=7-8; S ('s)=9-10(11-12)

1. Economics education* (teaching, research, administration).....	☐	01
2. Economist not engaged primarily in economics education* (i.e., teacher of other economics courses, researcher in economics, business economist, etc.....	☐	02
3. Education administration (other than specifically in economics education*.....	☐	03
4. Other social scientist.....	☐	04
5. Other social studies teaching.....	☐	05
6. Training of social studies teachers.....	☐	06
7. Business.....	☐	07
8. Labor leadership.....	☐	08
9. Agriculture.....	☐	09
10. Other (please identify)_____...	☐	

(RESPONDENTS TO ABOVE ITEM:
PLEASE GO DIRECTLY TO C ON FOLLOWING PAGE.)

*"Economics education" is defined for purposes of this study to mean activities which promote a wider understanding of basic economic principles and their possible applications, as a matter of general education. (It is not, therefore, intended to include education in more advanced economics as a matter of professional training.)

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SA-SB. (Item 10, 11, or 12 is to be answered only if you use most of your working time as a STUDENT. Check only 1 of the 3 items.) /Col. 7-8/

11. I have previously completed at least one college level course in economic principles..... ☐ /11/

12. I am now pursuing my first college level course in economic principles..... ☐ /12/

13. I have never completed a college level course in economic principles..... ☐ /13/

C. I am an administrative officer or employee of an Economics Education Council or Center: /Col. 13/

NO..... ☐ /00/

YES..... ☐ /01/

D. I am an author or co-author of current text(s) in economics principles as follows: /Col. 14/

NO..... ☐ /00/

YES - for use primarily at the college level..... ☐ /01/

YES - for use primarily at the secondary level..... ☐ /02/

E. (Answer question E only if you are engaged in economics education*. If you are, you may then check one or more of the following 4 items".)

I regard myself as an economics educator* by reason of my devotion of more than 20% of my total working time to: /Col. 15/

Teaching in economics education at the collegiate level... ☐ /01/

Teaching in economics education* at the pre-collegiate level..... ☐ /02/

Research in economics education*..... ☐ /03/

Economics education* administration..... ☐ /04/

*"Economics education"is defined for purposes of this study to mean activities which promote a wider understanding of basic economic principles and their possible applications, as a matter of general education. (It is not, therefore, intended to include education in more advanced economics as a matter of professional training.)

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F. I believe that the single most important general objective (or ultimate goal or purpose) of economics education is or should be: /Col.16-17/

_____

_____

_____

_____ [ ]

G. My reason for answering F in that way is:

_____

_____

_____

N.B. It can help a lot if you do answer G above.

H. (Optional):

I suggest change to the following effect in the definition of economics education*:

_____

_____

_____

- That's all. Thank you. -

*"Economics education" is defined for purposes of this study to mean activities which promote a wider understanding of basic economic principles and their possible applications, as a matter of general education. (It is not, therefore, intended to include education in more advanced economics as a matter of professional training.)

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PURDUE UNIVERSITY
KRANNERT GRADUATE SCHOOL
OF
INDUSTRIAL ADMINISTRATION
KRANNERT BUILDING
WEST LAFAYETTE, INDIANA 47907

RE: Accompanying Questionnaire #2 of
Inquiry as to Goal(s) of Economics Education in which

YOU HAVE AGREED TO PARTICIPATE

We list in A of the accompanying Questionnaire #2 the more commonly-stated possible goals of economics education, as educed by us from the answers of respondents to Questionnaire #1 and other sources. We would like you to make a selection from this list.

This questionnaire should take little of your time, and we ask that you return it promptly in the accompanying stamped, addressed envelope. We plan to tabulate responses on November 15.

We have reviewed your suggestions as to our definition of "economics education". We have no illusions that it is perfect, and even though most of you made no suggestions and a few even offered unsolicited commendations, we value the questions which a number of you raised. Some of them were in conflict; some seemed to imply goals even more than ours does; and some seemed largely to detail points already implied or to narrow possibilities unnecessarily. A few have us still troubled. Our solution is to retain what we had and suggest that some free reading of meaning into it by respondents is possible.

We hope the goals listed in Questionnaire #2 encompass most of your choices and are fairly presented. We would have liked to use many of your own phraseologies, but our aim for unbiased presentation and brevity constrained us, at least for now.

Robert V. Horton
Associate Professor
Department of Economics

Project Director

Dennis J. Weidenaar
Associate Professor
Department of Economics

Director, Purdue Center
for Economics Education

November 1, 1973

Please complete and return Questionnaire #2 promptly in the accompanying stamped and addressed envelope. Thank you.

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No._____[Col. 4-6]

Inquiry As To Goal(s) of Economics Education

QUESTIONNAIRE #2

Please complete and return promptly in the accompanying stamped, addressed envelope.
Tabulating planned for: November 15.
Thank you.

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A. I indicate by marking a G in the appropriate box below what I believe should be the SINGLE most important general objective (or the ultimate Goal or purpose) of economics education*:

(One "G" only, please)

(Ignore items in brackets) [G: Col. 18-19/ S: Col. 20-21]

1. The learning of economic theory or analysis..... ☐ [01]
2. To make us more capable as direct participants in the economy - that is, as consumers, workers, businessmen, or investors..... ☐ [02]
3. To "improve"decisions when we act in our society as citizens..... ☐ [03]
4. To help us, as participants in the economy, to fulfill better the responsibilities we have to others..... ☐ [04]
5. To develop our faculties for critical thinking..... ☐ [05]
6. To improve our understanding of the world in which we live..... ☐ [06]
7. To develop a questioning attitude among students towards their world..... ☐ [07]
8. Learning for learning's sake..... ☐ [08]
9. To develop students' creative abilities..... ☐ [09]
10. To develop students' lasting interest in economics.... ☐ [10]
11. To help explain historical events more satisfactorily. ☐ [11]
12. To help us appreciate more the free enterprise or market economy..... ☐ [12]

(- THE LIST CONTINUES ON THE FOLLOWING PAGE -)

*"Economics education" is defined for purposes of this study to mean activities which promote a wider understanding of basic economic principles and their possible applications, as a matter of general education. (It is not, therefore, intended to include education in more advanced economics as a matter of professional training.)

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(Ignore items in brackets)
[G: Col. 18-19/
S: Col. 20-21]

13. To help us to develop a more satisfactory economic system..... ☐ [13]

14. To help us to evaluate different types of economic systems..... ☐ [14]

15. To begin the training of students for more advanced studies in economics..... ☐ [15]

16. To help students to become problem solvers..... ☐ [16]

17. To help us to understand better the free enterprise or market economy..... ☐ [17]

18. Other (Please identify)_____ ☐ [ ]

B. If you feel you must, you may also insert an S in ONE other box in A above to indicate ONE Supplemental Goal which you believe is so essential that it must also be included in any statement of the most important general objective (or ultimate goal or purpose) of economics education*

(- But again, ONE "S" only, please. -)

(- That's All. Thank You. -)

*"Economics education" is defined for purposes of this study to mean activities which promote a wider understanding of basic economic principles and their possible applications, as a matter of general education. (It is not, therefore, intended to include education in more advanced economics as a matter of professional training.)

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MEMORANDUM ACCOMPANYING

QUESTIONNAIRE # 3

of Inquiry as to Goal(s) of Economics Education in which

YOU HAVE AGREED TO PARTICIPATE

The fashion in contemporary American writing about education holds that talking about purpose is a frightful bore... But philosophical questions neither disappear nor resolve themselves by being ignored.

- Charles E. Silberman, Crisis in the Classroom, New York, Random House, 1970, p.7.

* * * * * * * * * * * * * * * *

...if you're not sure where you're going, you're likely to end up somewhere else - and not even know it.

- Robert F. Mager, Preparing Instructional Objectives, Palo Alto: Fearon Publishers, Inc., 1962, p. vii.

After reading the following Memorandum, please detach, complete, and return promptly in the stamped and addressed envelope your green Questionnaire #3. Both are attached at the back of this Memorandum. Thank you.

Tabulating planned for December 21.
(although holiday mails may delay us a bit.)

PURDUE UNIVERSITY
KRANNERT GRADUATE SCHOOL
OF
INDUSTRIAL ADMINISTRATION
KRANNERT BUILDING
WEST LAFAYETTE, INDIANA 47907

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MEMORANDUM ACCOMPANYING
QUESTIONNAIRE #3
of Inquiry as to Goal(s) of Economics Education in which
YOU HAVE AGREED TO PARTICIPATE

We appreciate your cooperation so far in our inquiry. We appreciate, too, your several volunteered suggestions as to our definition of economics education, its beauty and its acceptability or its shortcomings, real or imagined. We have also learned in a few instances of the potential value of the inquiry, or of its inanity or pointlessness, even of its wastefulness in the use of envelopes and postage! We ourselves are not yet discouraged. Perhaps some of the sceptics in the more important areas will become more tolerant as we reveal in this memorandum some of our purposes which have heretofore at best been only implied.

We want you to know now that all participants who complete our obstacle course will be offered an opportunity as a part of the last questionnaire to compete for a monetary prize - $250.00 - to be offered by the Krannert Graduate School of Industrial Administration for the statement which is believed to best state the goal of economics education as finally developed in this inquiry. More about that later.

In the meantime, after answering this Questionnaire, you will have a break before we come back to you again well after the holidays with a brief and much easier to answer Questionnaire #4. We hope that the holiday season is a happy one for you and yours.

A. Your First Steps Now

We ask as your first step toward answering the accompanying brief Questionnaire #3 that you read and consider the remainder of this Memorandum. (We said to you in the beginning that at one stage of the inquiry some material for reading would be presented.)

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B. The Goals in Contention

Our interest now is directed solely to the five possible goals of economics education as listed in Exhibit I and Exhibit II on the following pink-colored pages.+ These five goals include the one most frequently chosen in Questionnaire #2 of this inquiry, by any of the classes of respondents listed in Exhibit II, to represent the single most important general objective or ultimate purpose of economics education.*

Exhibit II displays some astonishing disparities of choices within the different groupings. Note, for example, that Goal #1 (the learning of economic theory) receives support among the social scientists and among educators, yet it has not a single adherent among the economists not engaged primarily in economic education. Goal #2, (to help us to be more capable as direct participants in the economy, that is, as consumers, workers, businessmen, or investors) is the single most popular goal, even though it is not among economic educators, economists, officers or employees of economic councils or centers, or the authors of collegiate economics principles texts. Goal #17 (the understanding of the free enterprise system) is a darling among businessmen and the few agriculturists represented, but is a very weak contender otherwise.

These disparities reflect a lack of unity or clarity as to what economics education should be attempting. They suggest the importance of the current inquiry, and in particular its inclusion on the front cover of this Memorandum of the quotations from Silberman and Mager. They may well explain some of our confusions and failures in educational activities and in choosing which ones we will support by our sponsorship and our financial aid.

+Tabular material in this Memorandum is presented on pink-colored paper to facilitate your referring back to it as occasion arises while you peruse this Memorandum.

*"Economics education" is defined for purposes of this study to mean activities which promote a wider understanding of basic economic principles and their possible applications, as a matter of general education. (It is not, therefore, intended to include education in more advanced economics as a matter of professional training.)

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EXHIBIT I

The General Goals of Economics Education Now in Contention[a]

#1: To improve our understanding of economic theory or analysis

#2: To help us to be more capable as direct participants in the economy - that is, as consumers, workers, businessmen, or investors

#3: To "improve" decisions when we act in our society as citizens

#6: To improve our understanding of the world in which we live[b]

#17: To improve our understanding of the free enterprise or market economy

---

[a]These five goals include each of those most frequently chosen in Questionnaire #2 as the most important general objective (or ultimate goal or purpose) of economics education by any of the population group as listed in Exhibit II on the following pink-colored page.

[b]A few of you who chose this goal in Questionnaire #2 inserted "economic" to make it read "To improve our understanding of the economic world in which we live". This limitation is taken to be unnecessary, inasmuch as improvement in understanding of the economic world must involve improvement in understanding of the totality of the world, although of course not in the same degree.

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EXHIBIT II

The Most Frequent Choices in Questionnaire # 2 as the Single Most Important Ultimate General Objective of Economics Education

By Respondents With Primary Occupation:	Number (N)[b]	% of Choices Among These 5 Goals[a]				
		#1 Ec.Th.	#2 Dir.Participation	#3 Citizenship	#6 Understand World	#17 Understand Mkt.Ec.
Econ. Educ.	46	4%	20%	37%	35%	4%
Econ. - Other	24	0	4	63	33	0
Ed. Adm.	22	9	64	14	9	4
Soc. Sc. - Other	14	21	43	21	14	0
Soc. Studies - Other	6	17	66	0	17	0
Tr. Soc. St. Tchrs.	13	8	38	38	16	0
Business	18	0	41	14	17	28
Labor Leadership	4	0	75	0	25	0
Agriculture	3	0	67	0	0	33
Purdue Student	13	0	62	23	15	0
Other:						
Ad. Off. or Empl. Ec. Ed. Council or Ctr.	27	4	31	39	26	0
Author Econ. Text:						
College	26	8	23	34	31	4
Pre-College	8	13	31	31	25	0

[a] These goals are defined in Exhibit I on the preceding page.

[b] Excludes respondents with incomplete or untabulated questionnaires, other primary occupations, and other primary goal choices, but the most frequent primary goal choices of respondents in each grouping listed above are included among the five goals appearing in the foregoing table.

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C. Unum e Pluribus

In our efforts to achieve a measure of improvement of the situation, we have been directing our attention, as has already troubled a few of you, to the development of a single goal of economics education. One of our present participants wrote in an earlier publication:

> The problem is that multiple goals do not direct an activity in one direction. For some reason, stating the problem in this way irks Americans.
>
> - S. Samuel Shermis, Philosophic Foundations of Education, New York, American Book Company, 1967, p. 19.

And we are advised by one of our own, to the extent some of us are economists or mathematicians:

> A guiding principle cannot be formulated by the requirement of maximizing two (or more) functions at once.
>
> - Oskar Morgenstern, "Thirteen Critical Points in Contemporary Economic Theory: An Interpretation", Journal of Economic Literature, X.December, 1972, p. 1167, quoting from J. von Neumann and O. Morgenstern, Theory of Goals and Economic Behavior, p. 446.

The establishment of constraints or any attempt to weight goal components is obviously comparatively unsatisfactory, especially if the determination of a single, acceptable goal is possible.+ We believe in our case that it is.

+ To economists in particular we put the questions: do indifference functions always imply straight lines, planes, etc., reflecting constant ratios of substitution, and in any event, are they always parallel?

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D. A New Deal

Let us proceed, then, in seeking that single most satisfactory goal.

In Questionnaire #1 and Questionnaire #2 you chose as the best goal that one which, in the light of your tastes and values, our definition of economics education, and your understanding of economics and other factors, you believed should be the SINGLE most important general objective (or the ultimate goal or purpose) of economics education.*

Those constraints remain, together with a new one: the goal now to be chosen as the best (and the worst) must be one of these five now listed in Exhibit I and Exhibit II on the preceding pink-colored pages.

You are now asked however, also to consider, but not necessarily to end up concurring with, the choices of your confreres in groups of which you are importantly a member, and within other groups as they are tabulated in Exhibit II.

E. Views of Confreres

It would seem natural, first, that confreres within the various population groups would tend to choose similar goals. To some extent here they do, but to a greater extent as yet they do not. No group adheres to a single goal, and all larger groups show first choices divided among several or even all five of the goals (as well as others unmentioned!) Please keep in mind, too, that your confreres in each group will be going through the present process also and may therefore be modifying their recorded choices just as you now may be modifying yours.

Nevertheless, in the light of the choices of your confreres as reflected in Exhibit II, your guesses as to changes they may now be making, and the definition of economics education*, will you please record below, for your own guidance only, what you choose now as:

(Insert # of your choice of goals from Exhibits I and II above)

TENTATIVE CHOICES #1

B. The One Best (or Least Bad) Goal..... ☐

W. The One Worst (or Least Good) Goal..... ☐

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F. Views of Members of Other Population Groups

It would seem advantageous, if possible, that the goals of various population groups interested or involved in economics education should correspond. Their validity would to that extent be confirmed; the confidence of different interests in economics education would be augmented; conflicts of purpose and execution would be reduced; and advantages from concentration of efforts could be achieved.

Should not economics educators, for example, be consistent in their goals both with what economists believe is philosophically justifiable and with what financial supporters of economics education are willing to sponsor? And conversely, should not economists, for example, consider what economics educators and other educators believe is achievable? And financial supporters consider what economists believe is well enough established that it may justifiably be taught as a matter of intellectual integrity?

Will not the cause of economics education be enormously strengthened with a consensus goal of the important interested parties? Will we not become more persuasive advocates of the cause of economics education? Will that cause not be weakened by unnecessary confusions of differing goals, inconsistent advocacies, and differing specifications and executions in economics courses and other courses with economic content?

Please therefore, go back again to Exhibit II and consider the goals chosen preponderantly by other population groups the views within which groups you would consider important to the cause of economics education or perhaps even a warning as to the validity or practicality of your own choice. Bear in mind again, however, that the views of respondents of every type which are reflected in the Exhibit may also be changed in connection with the process of responding to this Questionnaire.

On the basis of your own first choices as you recorded them in E above, your review of the choices of other population groups as reflected in Exhibit II, your guesses as to changes that these members may now be making, and the definition of economics education*, will you please record below, for your own guidance only, what you choose now as:

(Insert # of your choice of goals from Exhibits I and II above)

TENTATIVE CHOICES #2

B. The One Best (or Least Bad) Goal..... ☐

W. The One Worst (or Least Good) Goal..... ☐

---

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C. Interrelationship of the Contending Goals

We ask now that you consider interrelationships among the contending goals, or at least one view as to them, as displayed in Exhibit III on the following page of pink-colored paper. This hierarchy of goals and their interrelationships as displayed represents an attempt to raise questions as to which goals might be interpreted to be inclusive of others and which ones might be considered more ultimate than others. Note that some of the entries at different levels are based upon different sets of characteristics. To show interrelationships we have even included on higher levels constituent goals or characteristics which may be regarded as ones of lower inclusiveness or ultimate nature, and vice versa. Please note also that not a one of the five goals is specific enough in itself even for completing the design of a single course in economics. Thus, the single general goal we are seeking in this inquiry must eventually be made more specific by the development of multiple behavioral objectives; all we hope to provide now is a general objective for the achievement of which all of us must eventually choose those multiple and more specific behavioral objectives.

Your task is now to consider which one of the goals listed in Exhibit I is the Best choice, as you see it, and which one is the Worst choice, as you see it, in the light of two characteristics displayed in the hierarchy: (1) the degree of inclusiveness of the goal and (2) the degree to which the goal is an ultimate one. You will note that there exists a degree of conflict in achieving both inclusiveness and ultimacy. Your tastes should in all respects still control your choices; you are just asked to consider in making these choices the implications you draw from such a hierarchy of the goals.

We feel that some of the interrelationships suggested in Exhibit III may well explain some of the differences in goal choices which we have heretofore noted.

After, hopefully, absorbing to your own satisfaction whatever Exhibit III displays, on the basis of your preceding first and second choices as noted in F and E above, and the definition of economics education,* will you please record below, for your own guidance only, what you choose now as:

(Insert # of your choice of goals from Exhibits I and II above)

TENTATIVE CHOICES # 3

B. The One Best (or Least Bad) Goal..... [ ]

W. The One Worst (or Least Good) Goal..... [ ]

---

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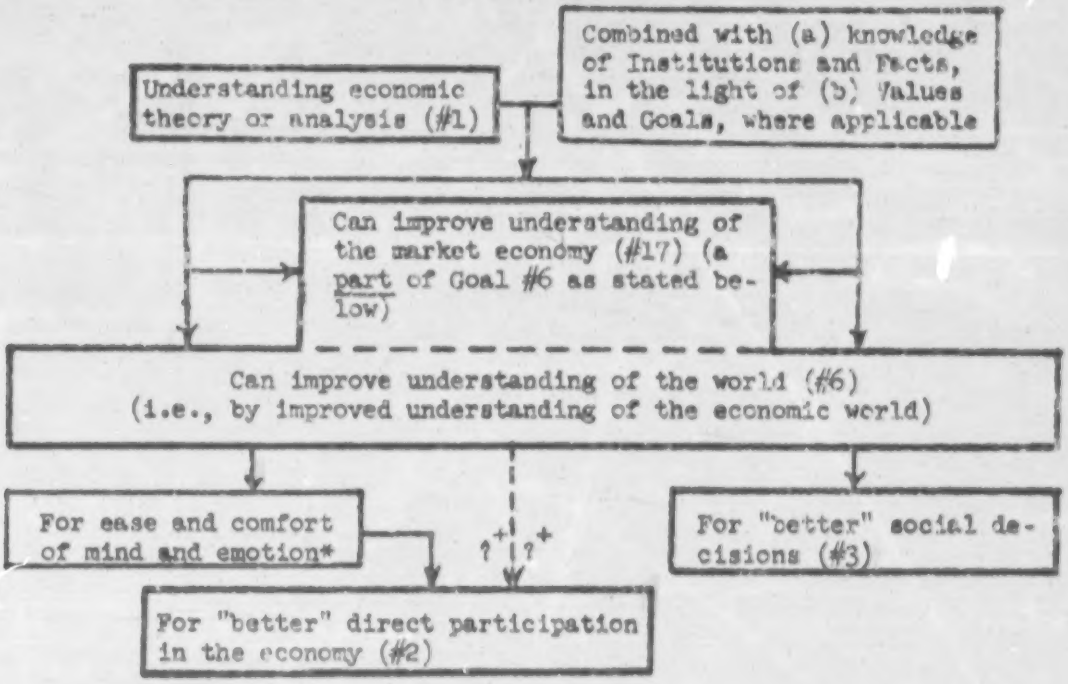
EXHIBIT III

One View as to Interrelationships of Certain Possible Goals of Economics Education

(#'s in parentheses refer to goal numbers of the present inquiry.)


Understanding economic theory or analysis (#1)
Combined with (a) knowledge of Institutions and Facts, in the light of (b) Values and Goals, where applicable
Can improve understanding of the market economy (#17) (a part of Goal #6 as stated below)
Can improve understanding of the world (#6)
(i.e., by improved understanding of the economic world)
For ease and comfort of mind and emotion*
? + ? +
For "better" social decisions (#3)
For "better" direct participation in the economy (#2)

*The comfort and ease of mind and emotion referred to can be taken to free an individual for "better" direct participation in the economy (i.e., Goal #2, which appears below it).

The idea of such comfort of mind and emotion can be characterized as "A person's sense of being at one with himself and his surroundings" (Eric Erickson); the absence of "uneasiness...felt by the mere prevalence of ignorance concerning the nature and meaning of things... to live in a universe with whose final and real structure one is not familiar creates in itself an anxiety" (von Mises); or "Ignorance is sister to mistrust. Instinctively, one fears what one does not know; one prefers not to know what one fears" (Villey).

+Whether <u>social</u> economics, the subject of this inquiry, leads <u>directly</u> to general "better" performance as consumers, workers, investors, or businessmen (Goal # 2) (or conceivably, to worse such performance!) is a different question. We may note that not all economists we know are rich, nor all businessmen, for example, the best sources of wisdom in economics.

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H. Synthesis

You have been asked to consider in your making of tentative choices #1 and #2 some earlier views of your confreres and of others, as well as possible changes in them because of reports in this Memorandum of the results of those earlier choices. As the last process toward anwering the present Questionnaire #3, will you please consider now the changes you believe your confreres may make in the light of their current examination of Exhibit III and our comments with regard to it?

On the basis, then, of that review, your preceding choices as noted in G, F, and E, and the definition of economics education*, will you please record what you choose now as:

(Insert # of your choice of goals from Exhibits I and II above

FINAL CHOICES AS BASIS FOR ANSWERING QUESTIONNAIRE #3

B. The One Best (or Least Bad) Goal..... ☐

W. The One Worst (or Least Good) Goal..... ☐

I. Now to Questionnaire #3 Itself

All that remains for you to do now is to respond to Questionnaire #3 itself (on green paper underneath this page) and return it to us.

Note that your B(1) entry in Questionnaire #3, its first item, is not automatically of your B choice in Section H above, since in the Questionnaire you may - though we hope you do not have to - enter a demurrer as to any of the goals now in contention.

Please complete all four items of Questionnaire #3 [B(1), B(2), W(1), and W(2)] and return it to us promptly in the stamped and addressed envelope which accompanies it.

Our tabulating is to commence DECEMBER 21.

Robert V. Horton
Associate Professor
Department of Economics

Project Director

Dennis J. Weidenaar
Associate Professor
Department of Economics

Director, Purdue Center
for Economics Education

See footnote definition on preceding page.

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(Ignore items in brackets)

INQUIRY AS TO GOAL(S) OF ECONOMICS EDUCATION [No. _____ Col. 4-6]

QUESTIONNAIRE #3

IX - 10A

(N.B. Please detach, complete, and return promptly, in the accompanying stamped and addressed envelope, but only after you have considered the material in the buff-colored Memorandum, Form 9A, which also accompanies this Questionnaire # 3.)

(Tabulating planned for DECEMBER 21.)

I designate by marking in the appropriate boxes below my selections now as to the general objectives or ultimate goals or purposes of economics education,* when I am limited to selection from only the possibilities as listed in Exhibit I to the accompanying buff-colored Memorandum (Form 9A):

B (1). THE ONE BEST (B) (One B only, please):	GOAL # (from Exh. I to buff-colored Memorandum)	W (1). THE ONE WORST (W) (One W only, please):
[Col. 22-23]		[Col. 27-28]
☐	# 1 [01]	☐
☐	# 2 [02]	☐
☐	# 3 [03]	☐
☐	# 6 [06]	☐
☐	# 17 [17]	☐
☐	None of the above [99]	▨

ONE B only, please

ONE W only, please

B (2): The principal reason for my choice in B (1) (my B marking) above is:

_____

_____

_____

_____

_____

[Col. 24-26: _____]

W (2): The principal reason for my choice in W (1) (my W marking) above is:

_____

_____

_____

_____

_____

[Col. 29-31: _____]

(AND THAT'S ALL AGAIN. THANK YOU.)

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KRANNERT GRADUATE SCHOOL
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KRANNERT BUILDING
WEST LAFAYETTE, INDIANA 47907

MEMORANDUM ACCOMPANYING

Questionnaire #4

Of Inquiry as to Goal(s) of Economics Education in which

YOU HAVE AGREED TO PARTICIPATE

We foresee the accompanying Questionnaire #4 as the final one in our current Inquiry as to the goal(s) of economics education.

We surmise that many of you found the process of answering Questionnaire #3 quite painful. We were pained, too, as by the following words from participants eminent in the economics education movement: "Am not sure I understand this" and "Much too complicated". We choose not even to quote what one of our own former students wrote to us!

But there was deep encouragement, too, in: "Thanks for the lesson! You fellows are clever in getting me to think rationally. At times it hurts". We even read: "I rather enjoyed this process - a rare question answering experience!" and "By the way I thoroughly enjoyed the exercise and found it quite rewarding to my own point of view." More to the middle-of-the-road among the unsolicited comments was perhaps: "It took a while to get here, but seems worth it."

We ourselves believe that even the brief content of the present Memorandum strongly reconfirms the value to all of us of the findings to date. It is our contention that the complex and drastically varying preferences which we are revealing are real ones -- and that their elucidation now will be most beneficial to the entire economics education process.

After reading this Memorandum, please detach, cpmplete, and return promptly in the stamped and addressed envelope your yellow Questionnaire #4 and your pink identification sheet, all three of which items are attached at the back of this Memorandum. Thank you.

- Tabulating planned for February 13. -

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A. The Final Steps of the Inquiry

We are glad, nevertheless, that the end of the inquiry process is now in sight and that the current last Questionnaire,#4, should prove less time consuming for you. It has only three items, all just for you to check, plus a possible fourth one and a possible bit of comment from some of you.

Your response to this Questionnaire #4 will be valuable to the Inquiry, even in a case where the response to an earlier Questionnaire was omitted or late.

We will of course report to you later the highlight findings from the current Questionnaire. At that same time we will present the ground rules for the $250.00 prize contest for the best statement as to the goal of economics education which will then have been developed. Please note now, however, that the contest will be limited to participants who duly respond to the current Questionnaire #4.

We ask now that you complete the reading of this Memorandum and then answer the accompanying Questionnaire #4 (the yellow pages attached at the back of this Memorandum) and return it promptly to us in the stamped and addressed envelope which is also provided there for your convenience.

Please complete also the pink Name and Affiliation of Participant form 14A which is attached with Questionnaire #4 and return it to us in the same envelope. We request this last information so that we may properly include you in alphabetical listings with others of the more than 200 participants we now have. We will of course specify prominently in the listing that no finding of the Inquiry necessarily reflects the view of any individual participant or of any organization with which he or she may be affiliated. The separate pink sheet is used merely to maintain better anonymity of your responses to Questionnaire #4.

B. Choices Among the Contending Goals Made in Responses to Questionnaire #3 - Exhibits I and II

Exhibits I and II (the two pink-colored pages which follow this Memorandum) repeat the statements of the five contending goals of our Questionnaire #3 and report the percentages by which they were chosen the "Best" and the "Worst" by various occupational groups.

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We think Exhibit II is well worth your consideration as one of the inputs to your responses to Questionnaire #4. You will note that there are still striking differences in choices among various groups, and of course we now show also for the first time the goals which were considered by the various groups to be the Worst among those in contention.

In the light of the results tabulated in Exhibit II (the Best and Worst percentages), plus the pro and con comments of Exhibit III as discussed below, the new Questionnaire #4 directs attention to only the three goals #2, #3, and #6 (defined in Exhibit I).

C. Reasons Stated in Questionnaire #3 For Choices Made by Participants (Exhibits III)

Exhibits III (the three goldenrod-colored pages) then successively report statements of participants of their reasons for choosing Goal #2, #3, or #6 as the Best or the Worst of the five contenders in the last Questionnaire. We believe that these statements of pros and cons are well worth your consideration as one of the factors underlying your responses to the current Questionnaire #4.

Please note, however, that these pro and con items are presented without attempt on our part to distinguish which ones are the most significant or the best justified - or even to decide whether one or another is pertinent. We leave it to you individually to make your own inferences.

D. Exhibit IV As to Elimination in Questionnaire #4 of Goal #17: "To Improve Our Understanding of the Free Enterprise or Market Economy".

Because of the importance of Goal #17 "To improve our understanding of the free enterprise or market economy" to some classes of our participants, we present as Exhibit IV, on the pink pages which conclude this Memorandum, a review of the reasons stated by other participants for designating Goal #17 as the worst of the five contenders.

We believe that the result should be both informative and reassuring to those of you who have showed a strong preference for that goal (or for its cousin Goal #12 of Questionnaire #2: "To help us to appreciate more the free enterprise or market economy").

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E. What We Ask You To Do Now

Please now complete Questionnaire #4 which is presented on the yellow pages attached at the back of this Memorandum. You are then to return it to us promptly, together with the completed pink Name and Affiliation Form 14A, in the stamped and addressed envelope, both of which are similarly attached.

F. Our Appreciation

We wish at this time to thank each of you for your participation in this Inquiry as to the goal(s) of economics education. Each participant has been of importance to whatever contribution the Inquiry will make to the cause of more effective economics education. We compliment you upon your work so far.

OUR TABULATING IS TO COMMENCE FEBRUARY 13

Robert V. Horton
Associate Professor
Department of Economics

Project Director

Dennis J. Weidenaar
Associate Professor
Department of Economics

Director, Purdue Center
for Economics Education

January 23, 1974

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EXHIBIT I

The General Goals of Economics Education* Now in Contention

#1: To improve our understanding of economic theory or analysis

#2: To help us to be more capable as direct participants in the economy - that is, as consumers, workers, businessmen, or investors

#3: To "improve" decisions when we act in our society as citizens

#6: To improve our understanding of the world in which we live

#17: To improve our understanding of the free enterprise or market economy

* Economics education is defined for purposes of this study to mean activities which promote a wider understanding of basic economic principles and their possible applications, as a matter of general education. (It is not, therefore, intended to include education in more advanced economics as a matter of professional training.)

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EXHIBIT II

Percentages of Choices in Questionnaire #3 as the "Best" and "Worst" General Objectives of Economics Education[a]

By Respondents With Primary Occupation:	Number (N)[b]		#1 Ec. Th.	#2 Dir. Participation	#3 Citizenship	#6 Understand World	#17[c] Understand Mkt. Ec.[c]
			(First Percentage "BEST" - Second Percentage "WORST")				
Econ. Educ.	59	Best:	12%	14%	39%	34%	2%
		Worst:	32%	15%	5%	7%	41%
Econ. - Other	39	Best:	2	13	44	38	2
		Worst:	28	21	5	5	41
Ed. Adm.	26	Best:	12	77	4	8	0
		Worst:	46	4	12	15	23
Soc. Sc. - Other	20	Best:	20	30	20	30	0
		Worst:	5	0	15	0	80
Soc. Studies - Other	5	Best:	0	40	40	20	0
		Worst:	20	0	0	0	80
Tr. Soc. St. Tchrs.	14	Best:	21	14	50	14	0
		Worst:	21	0	7	0	71
Business	22	Best:	4	52	26	4	13
		Worst:	61	0	22	9	9
Agriculture	2	Best:	0	100	0	0	0
		Worst:	50	0	0	50	0
Purdue Student	13	Best:	23	46	8	23	0
		Worst:	33	0	3	3	50
Other Categories:							
Ad. Off. or Empl. Ec. Ed. Council or Ctr.	33	Best:	9	21	42	27	0
		Worst:	39	3	3	3	52
Author Econ. Text:							
College	31	Best:	0	13	45	36	3
		Worst:	36	29	0	0	36
Pre-College	9	Best:	11	22	56	11	0
		Worst:	44	0	0	0	56

[a] These goals are defined in Exhibit I on the preceding page.

[b] Excludes respondents with incomplete or untabulated questionnaires and ones with other primary occupations.

[c] See Exhibit IV for comments upon the elimination of Goal # 17 from contention in the current Questionnaire # 4.

Exhibit III-2

Goal #2: To help us to be more capable as direct participants in the economy - that is, as consumers, workers, businessmen, or investors.

Pros Cited [a]

1) Because this is what economics is all about.
2) By definition.
3) All of the goals or means to a goal are subsumed under this #2.
4) From the data I assume more will agree on #2.
5) Other areas of social science can better do #3 and #6.
6) Immediate and practicable.
7) We are all workers and/or consumers.
8) We don't usually operate as theorists.
9) Inclusive enough for everyone to agree.
10) Because it's achievable in one course.
11) I prefer behaviorally stated objectives.

Cons Cited [a]

1) Its narrowness.
2) Valid enough goal, but not of economics education.
3) There must be more effective ways to improve our decisions as consumers, workers, businessmen, and investors.
4) Cannot be achieved by the study of economics as a social science.
5) Would require enormous effort to make it useful in this sense.
6) Such capability is a matter of training and innate capacity; we provide neither.
7) Liberal arts not designed to train technical experts.
8) Economics unlike business administration, home economics and such is not a how-to-do-it discipline.
9) Attention to this goal involves inattention, then, to the tragedy of economic literacy in this country.
10) There is a place for "how to" instruction, but not as a part of general education. That becomes special education.

[a] Citations are indluded regardless of possible questions as to their validity or conclusiveness.

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Exhibit III-3

Goal #3: To "improve" decisions when we act in our society as citizens

Pros Cited[a]

1) It's action oriented compared to #1 and #6.
2) Most potential payoff.
3) Societal goals (vs. individual ones of #2) more likely to gain social support.
4) I'm influenced by economists' views (as stated in material accompanying Questionnaire #3).
5) Because economics plays a crucial role in this context.
6) Places emphasis on citizens' obligations to make effective decisions.
7) Everybody is a citizen.
8) Stresses principal objectives of all basic secondary education.
9) What general education is all about.
10) It is all inclusive - all the other goals are inferred by #3.
11) All the other alternatives will result.
12) Maybe not as broad as #6, but over whelmingly the more ultimate.
13) I assume "citizen" does not restrict these decisions to voting. But rather includes all decisions made by an individual that influence another individual or group.

Cons Cited[a]

1) Too broad - requires knowledge of other disciplines.
2) Valid enough, but dangerous in its ignoring of the individual and social values that come from a broader and deeper world understanding.
3) Too popularly cited.
4) Much too distant and vague to be of much utility in shaping curriculum.
5) Implicitly limits life space of a student to a given society - education becomes indoctrination.
6) Other areas of social science can better do #3...
7) Too narrow.
8) I would vote for #3 if I thought it included #6 and #2.
9) I am troubled by "improve" (in quotes). It encompasses vagaries of a multiplicity and variety of voices crying in the political wilderness.
10) To instruct as to how knowledge is to be used borders on indoctrination.

[a] Citations are included regardless of possible questions as to their validity or conclusiveness.

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Exhibit III-6

Goal #6: To improve our understanding of the world in which we live

Pros Cited:[a]

1) Ultimately important and inclusive.
2) A fulcrum: #1 and #17 are inputs to #6; #2 and #3 are outputs from #6. In that sense, it is the most critical goal offered (the scarcest "resource so to speak)."
3) Embraces what is most valuable to attempt in the other goals.
4) #17 is subsumed under #6.
5) #1 by itself is just a game; #2 is left for Business Administration; #3, like #2 is only a potential (low probability) by-product.
6) Helps to improve decisions at both the private and the public level.
7) The breadth of the social and economic view which it represents.
8) Recognizes huma as well as social values.
9) Properly directs attention to the needs of individual human beings; who ever knew a society to cry or laugh?
10) Places economics as a social science, not a narrow technical science.
11) Deals with real world.
12) All genuine education should have this goal.
13) Economics education is not theory alone, nor decisions alone.
14) Most flexible from the students' point of view - the only one that does not rely heavily on the instructors' determining what ought to be learned.
15) The most valid goal upon which we would most easily secure a productive agreement.
16) The ultimate purpose of all education - its breadth encompasses all my pet "subgoals".

(Concluded at right.)

Cons Cited:[a]

1) "Goal" is the end to which effort is directed. This eliminates #6.
2) Too global, too ambiguous; thereby less translatable into a course of action.
3) Goal sought by many different disciplines and reached as a whole by the sum of its various parts.
4) Most limited of the goals. Can be assumed to take place if goal #1 (learning of economic analysis) is met.
5) Could be a limited goal of most any kind of education.
6) Other areas of social science can better do... #6.

Pros Cited[a] (Concluded)

17) As scientists and educators our primary function should be to pass on knowledge about how the world works...
18) Alfred North Whitehead: "There is only one subject matter for education, and that is Life in all its manifestations.... An understanding of that stream of events which passes through (the learner's) mind, which is his life." And education "is useful because understanding is useful." - The Aims of Education and Other Essays, The MacMillan Company, 1959, pp. 10 and 3

[a] Citations are included regardless of possible questions as to their validity or conclusiveness.

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EXHIBIT IV

Why Eliminate Goal #17:(To Improve Our Understanding of the Free Enterprise or Market Economy)?

One way to explain the current elimination from contention of Goal #17 (To improve our understanding of the free enterprise or market economy) is simply to point to its incompleteness. As one participant wrote: "It is only a part of (Goal) #6." Or another: "One does not understand mechanics by learning how one machine operates."

But the objections, both valid and invalid and fair and unfair, as we see them, run far deeper than that. Some participants asserted as a fact that the goal is propagandistic, but that certainly need not be the case, and the assertion that it is may therefore be seriously unfair to sincere proponents of the goal who merely want the free market system to be elucidated, and perhaps even its advantages and disadvantages to be presented in relation to those of its rivals. We surely need not accept as conclusive, then, one comment which we received: "Close to apologizing in order to solicit funds from corporate donors. No thanks." Rather it seems to us that such a comment may or may not be justified, case by case.

We respect the many businessmen and others who have strongly supported Goal #17 and its cousin, #12 of Questionnaire #2, which read "To help us to appreciate better the free enterprise or market system," but who have now largely turned to other goal choices. Questionnaire #2 choices of businessmen were 24% in favor of Goal #17, 14% in favor of Goal #12, a total of 38%.[1] The Questionnaire #3 choices of businessmen from among the contending goals were, in contrast, 13% for Goal #17 as the Best, but also 9% for Goal #17 as the Worst!

We feel that the flexibility of approach so displayed and the willingness to seek for better choices both refute, as to these participants at least, the "No thanks" comment above. We agree, rather, with the comment of another participant: "It bothers me that so few people consider #17 important."

That same comment continues, however: "They must interpret (it) to mean propagandize rather than just talk about it as we do our democratic political institutions." And others wrote: "Could easily be indoctrination" and "Lends itself easily to propaganda, indoctrination, and ideological chauvinism." Aye, there's the rub. Even if we had no better alternative, goal #17 would still be a dangerous one if it actually came to be paramount in economics education. In execution, it would seem likely to become biased, even if that were not the originating intent.

---

[1]Percentages of choices among 6 goals, i.e., #12 added.

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There are other educational problems, too, with goal #17. For example, it was said: "A fine objective, but market economy is just one facet of economic activity", "People are citizens of the world", and "Understanding and valuing the market economy are most readily and meaningfully learned in relation to its alternatives."

Wisdom seems to us to exist in the final comment which we wish to quote: "Maintaining free choice based on investigation will lead to greater appreciation of the market system. But the student arrives at this decision on his own."

We believe, accordingly, that the proponents of goal #17 have really nothing to lose and much to gain from joining in to favor the more inclusive goal #6 (To improve our understanding of the world in which we live). They would thus gain from a broader and deeper support for economics education from the educational community. The resulting understanding of the worlds in which we live would be established among Americans on a sounder and more influential basis. Goal #17 may well be achieved more effectively if it is pursued upon the broader base of Goal #6 than it even could be upon the more direct, single-minded pursuit of goal #17 alone, barring dictatorship in control of our educational system, and perhaps even in that case also.

It may be objected that goal #17 is essential just to offset biases which otherwise may exist in education. We believe that the arguments we have cited above are still valid: that the offset will be more effective in itself when it is more broadly based as a part of goal #6, so that the proponents of a free enterprise system can have full support from the intellectually-honest elements of the academic community for the teaching of the realities of the world as well as we can without bias in any direction.

WHOOPS - YOU'VE SEEN MOST OF THIS BEFORE!

PLEASE TURN THE WHOLE THING OVER AND SEE WHAT's NEW.

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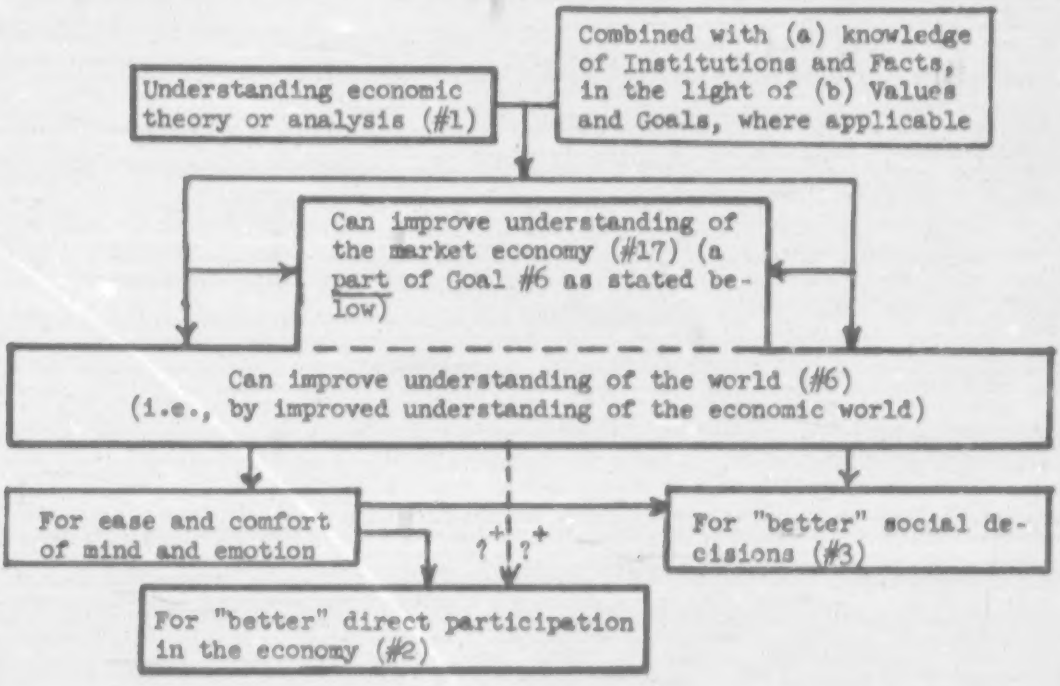
One View as to Interrelationships of Certain Possible Goals of Economics Education

(#'s in parentheses refer to goal numbers of the present inquiry.)


Understanding economic theory or analysis (#1)
Combined with (a) knowledge of Institutions and Facts, in the light of (b) Values and Goals, where applicable
Can improve understanding of the market economy (#17) (a part of Goal #6 as stated below)
Can improve understanding of the world (#6) (i.e., by improved understanding of the economic world)
For ease and comfort of mind and emotion
?+
?+
For "better" social decisions (#3)
For "better" direct participation in the economy (#2)

+Whether social economics, the subject of this inquiry, leads directly to general "better" performance as consumers, workers, investors, or businessmen (Goal # 2) (or conceivably, to worse such performance!) is a different question. We may note that not all economists we know are rich, nor all businessmen, for example, the best sources of wisdom in economics.

(Ignore items in brackets)

[No._____Col. 4-6]

INQUIRY AS TO GOAL(S) OF ECONOMICS EDUCATION IX - 13A

QUESTIONNAIRE #4

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(N.B. Please complete and return promptly in the accompanying stamped and addressed envelope, but hopefully only after you have perused the green Memorandum, Form 12A, which also accompanies this Questionnaire #4.)

(Our tabulating is planned for February 13.)

1. (The following three possible goals of economics education* have now been selected as the leading contenders by you and your fellow participants in this Inquiry. We ask you for our final exploration to designate which ones of them you consider as the Best and the Worst.)

I NOW CHOOSE :

(Please choose one Best only by marking B in its adjacent box)	As the Best [Col. 32]		As the Worst [Col. 33]	(Please choose one Worst only by marking W in its adjacent box)
[2]	☐	Goal #2: To help us to be more capable as direct participants in the economy - that is, as consumers, workers, businessmen, ...or investors.....	☐	[2]
[3]	☐	Goal #3: To "improve" decisions when we act in our society as ...citizens.....	☐	[3]
[6]	☐	Goal #6: To improve our understanding of the world in which we ...live.....	☐	[6]

* Economics education is defined for purposes of this study to mean activities which promote a wider understanding of basic economic principles and their possible applications, as a matter of general education. It is not, therefore, intended to include education in more advanced economics as a matter of professional training.

13A

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II. (In view of the continuing strong support in this Inquiry for each of the three goals identified in I above, we suggest for your consideration also the possibility of the following (X) goal statement accompanied by (Y) a statement of explanation or rationale which would make explicit the ideas[+] identified below. We designate the resultant goal as #632.

The result represents an attempt on our part to garner as much as possible of the wisdom evidenced by our participants in their responses and comments, both in its inclusions and its exclusions.

(X) The general objective or goal of economics education* is to improve our understanding of the world in which we live.
(Y) This objective is asserted in the belief that as a result we may each enhance the sense of being at one with ourselves and with our encompassing worlds. A feeling of integrity of self and world appears to be fundamental to personal contentment. It may also release us to make more rational personal decisions and to participate in the making of more rational social decisions. Moreover, our improved understanding would directly yield frameworks and tools of analysis for better discriminating among many of the social alternatives which may be available to us.[o])

II-1. With an accompanying statement including the ideas[+] indicated immediately above, [col. 34]

II-1-A. I would ACCEPT the resultant GOAL #632:

Please check one item only

a. Very enthusiastically.....	☐	[1]
b. Enthusiastically[++].....	☐[++]	[2]
c. Willingly[++].....	☐[++]	[3]
d. Only reluctantly[++].....	☐[++]	[4]
OR		
II-1-R. I would REJECT the resultant Goal #632[++].	☐[++]	[5]

(In the event you check Item II-1-R, please respond also to Item II-2 below).

+ We hope you will direct your attention to the ideas represented rather than the particular phraseology we happen to employ.

o A more complete rationale would of course include also discussion of learning theory, teaching strategies, media, diffusion processes, etc.

++ In the event you check this item, please consider also Item II-3 below.

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II-2. (To be answered only if you REJECT such Goal #632, by having checked Item II-1-R above).

I have REJECTED such Goal #632:

(Please check one item only).

[Col. 35]

II-2-A. Solely because of the suggested explanation or rationale (II-Y above).. ☐ [1]

II-2-B. Because of the nature of the included Goal itself (II-X above) and possibly, besides, the suggested explanation or rationale (II-Y above)..... ☐ [2]

II-3. (To be CONSIDERED unless you ACCEPTED such Goal #632 Very Enthusiastically, i.e., unless you checked Item II-1-A-a above).

I would RAISE my rating of Goal #632 in Item II-1 by at least one level, if the accompanying explanation or rationale (II-Y above) were changed to the following effect:

[Col. 36-37]

_____

_____

_____ [ ]

- (THUS ENDETH OUR INQUIRY. THANK YOU) -

* * * * *

Will you please, however, complete the attached pink sheet and return it in the same envelope, so that we may properly include you in alphabetical listings with others of the more than 200 participants we now have? We will of course specify prominently that no finding of the Inquiry necessarily reflects the view of any individual participant or of any organization with which he or she may be affiliated.

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OF
INDUSTRIAL ADMINISTRATION
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INQUIRY AS TO GOAL(S) OF ECONOMICS EDUCATION

FINAL REPORT TO PARTICIPANTS - PRIZE CONTEST

We believe that the findings of our Delphi-like Inquiry as to goals hold high potential for the cause of more effective economics education -- although the process of their creation was not always conducive to the equanimity of the Project Director.

One of our participants noted: "Different goals are often conflicting and imply different content... achieved ny methods and materials more efficiently in some ways then / in / others". Our Inquiry has now established a substantial consensus, however, and has amassed thoughtful comments and criticisms from more than 200 participants with years of experience in different occupational fields and with different interests in economics education. Some data as to the results of Questionnaire #4 appear here and in the accompanying prize contest materials.

We are highly appreciative of your own contribution to the Inquiry.

The Prize Contest

These results establish a fine base, we believe, upon which participants who duly completed Questionnaire #4 can now prepare individual entries in the prize contest for the best statement of the "consensus" goal and rationale. We earnestly solicit your entry, hoping that the statements of the winners of the $250.00 prize and of many Honorable Mentions will earn a high degree of acceptance and influence for the good of economics education. The prize contest instructions and related papers accompany this report in all cases where the Inquiry participant has gained eligibility.

Choices of Participants in Questionnaire #4

We present as Exhibits I and II (the attached blue endpapers) data as to findings under our Questionnaire #4. We hope you will consider with care the possible meanings to you of these results. Some degree of qualitative explanation for them may be found in the goldenrod-colored paper Exhibits III which accompanied our Questionnaire #4.

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General Goal and Rationale Only a Start

Even if you have developed for yourself a general goal and rationale for economics education which you consider wholly satisfactory, it is no more than the first step in any educational project. It is an unavoidable first step, however, for educational projects which do not have them in explicit form will still have them implicit in their undertakings.

The purpose of such goal and rationale prescriptions is thus to establish explicitly guidelines defining what behavioral(action)objectives are germane, what educational processes and means are to be used, and so on.

Who's in Charge Here?

Two of the participants in the Inquiry expressed surprise that our #632 goal specification of Questionnaire #4 was not based upon the contending goal that had received some plurality among the Questionnaire #3 choices. But a Delphi-type inquiry should, it seems to us, be considered more importantly as a thinking-together, a colloquium, and an attempt to reach a reasonable and workable consensus based upon qualitative as well as quantitative considerations. Its purpose is not to determine individual winners or losers - hopefully everyone will be a gainer from whatever more effective outcomes in economics education are made possible.

Three, perhaps four, participants (including one of those cited in the preceding paragraph) articulated either the possibility or the conviction that we were manipulating the Inquiry to our own preconceived conclusions.

Any attempt to encourage consensus in such an Inquiry of course involves a risk of this nature, but our repeated reportings of percentage choices as well as of expressed opinions of participants, and the well-exercised subsequent chances for participants to demur, all suggest to us that others who may have shared but did not articulate this concern were not numerous. We hope that is the case and that the power of multiple good choices of the whole panel is what has really prevailed.

Most of us, including those writers, would probably hold as a value that a general goal or rationale must in the end be something personal and not dictated by anyone else. Another participant wrote to us in amplification of his Questionnaire #4 responses: "Sometimes I think that effective statements of goals must be highly personal - someone else's statement may give one ideas but ultimately one must formulate his own". We may all share in this thought of a veteran in economics education and consider our whole Delphi-like inquiry process as an attempt to discriminate among possibilities for this ultimate purpose. We need not always repeat the mistakes and oversights which others have unveiled.

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The veteran in economics education continued:

> "Unfortunately there has been little serious widespread thought and writing on goals in the economics profession. Almost no serious writing on philosophy of economic education exists. The last decade has stressed means, behavioral research to measure efficiency. Our training as economists (i.e., to be concerned only with means to given ends) may have enslaved our minds as teachers. Generally we either are not interested in ends or assume there is wide consensus.
>
> "Perhaps your st[illegible] may help. But if it is to, I think it must be germinal [illegible] nature, i.e., it should stimulate and encourage the teacher to formulate his own answer. Any 'correct' final statement of goals is bound to become mere dead ideas. Goals are for living, for action, and not to be written down as final 'truths'".

Carrying On

And so we hope that the findings of this Inquiry will not only serve as the basis for prize entries, but also as a basis for your own thoughtful and continued explorations as to what really is the best goal for economics education. May it then become a guideline for you toward more effective economics education whenever you act as a teacher, curriculum specialist, author of textbook or other materials, economics education council or center director or associate, or financial supporter of economics education.

Two Warnings and Conclusion

We close with two expressed concerns of participants. A businessman writes:

> "Despite the acceptable explanation and rationale of your pink-paper comment on Goal #17 (to improve our understanding of the free enterprise or market economy), I find it worthy of note, and a matter of considerable concern that 'social scientists - other,' 'social studies - other', and '(trainers of) social studies teachers' reject the market economy Goal #17 by such overwhelming percentages (80%, 80% and 71%). Perhaps this is where some of our troubles are coming from; economics taught by social scientists or social studies teachers who do not know economics, and who have an obvious predisposition against the market economy which provides the wealth on which they subsist".

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And a social science program director says:

> "Economics education must deal with economics as a discipline with special contributions to understanding the world. It must not be lost in a vague social studies synthesis".

Our Inquiry may have led us into areas involving philosophy, religion, psychology, rhetoric, and whatnot, but let us nevertheless well remember that our ultimate concern has been for a wider understanding of basic economic principles and their possible applications. This continues as our serious concern.

Robert V. Horton
Associate Professor
Department of Economics

Project Director

Dennis J. Weidenaar
Associate Professor
Department of Economics

Director, Purdue Center
for Economics Education

March 18, 1974

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EXHIBIT I

Percentages of Respondents by Primary Occupations Accepting and Rejecting Goal #632[a]

Respondents with Primary Occupation:	Number (N)[b]	Cumulative Per Cent Accepting: Very enthusiastically	+ Enthusiastically	+ Willingly	+ Only Reluctantly	Per Cent Rejecting
Econ. Educ.	59	24%	44%	68%	90%	10
Econ. - Other	40	22	40	60	80	20
Ed. Adm.	21	24	38	57	71	29
Soc. Sc. - Other	18	17	33	72	89	11
Soc. Studies - Other	5	20	60	60	80	20
Tr. Soc. St. Tchrs.	16	12	56	81	81	19
Business	22	4	14	50	77	23
Purdue Student	11	36	55	82	100	0
In Other Categories:						
Ad. Off. or Emp. Ec. Ed. Council or Center	30	23	47	63	90	10
Author Econ. Text:						
College	32	16	38	66	88	12
Pre-College	7	29	43	57	71	29

[a] Goal #632 is stated on p. 3 of Form 17A.

[b] Excludes respondents with other primary occupations.

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EXHIBIT IIA

The General Goals of Economics Education*
in Contention in Questionnaire #4

#2: To help us to be more capable as direct participants in the economy - that is, as consumers, workers, businessmen, or investors

#3: To "improve" decisions when we act in our society as citizens

#6: To improve our understanding of the world in which we live

* Economics education is defined for purposes of this study to mean activities which promote a wider understanding of basic economic principles and their possible applications, as a matter of general education. (It is not, therefore, intended to include education in more advanced economics as a matter of professional training).

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EXHIBIT II

Percentages of Choices in Questionnaire #4 as the "Best and "Worst" General Objectives of Economics Education[a]

By Respondents With Primary Occupation:	Number[b] (N)		#2 Dir. Participation (First Percentage	#3 Citizenship "Best" - Second Percentage	#6 Understand World "Worst"
Econ. Educ.	60	Best:	18%	32%	50%
		Worst:	66%	7%	27%
Econ. - Other	39	Best:	18	36	46
		Worst:	64	8	26
Ed. Adm.	21	Best:	48	9	43
		Worst:	38	14	48
Soc. Sc.- Other	19	Best:	37	21	42
		Worst:	26	26	32
Soc. Studies - Other	5	Best:	40	20	40
		Worst:	60	0	40
Tr.Soc.St.Teachers	17	Best:	18	64	18
		Worst:	53	6	41
Business	22	Best:	55	18	27
		Worst:	14	46	36
Purdue Students	11	Best:	45	0	55
		Worst:	36	64	0
In Other Categories:					
Ad. Off. or Empl.Ec. Ed. Council or Ctr.	30	Best:	13	37	50
		Worst:	66	7	27
Author Econ. Text:					
College	33	Best:	15	33	52
		Worst:	73	3	24
Pre-College	7	Best:	0	57	43
		Worst:	29	14	57

[a] These goals are defined in Exhibit IIA on the preceding page.

[b] Excludes respondents with other primary occupations.

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OF
INDUSTRIAL ADMINISTRATION
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WEST LAFAYETTE, INDIANA 47907

March 18, 1974

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To All Participants Who Duly Completed Questionnaire #4 of Our Inquiry as to the Goal(s) of Economics Education:

RE: Prize Contest for Statement of Goal and Rationale

We are pleased to invite you to participate in our contest for the prize of $250.00 which is to be awarded for the best statement of the "consensus" goal of economics education and its rationale which were developed in our recent Inquiry. The award, made possible by the Krannert School of Industrial Administration, is renewed evidence of its long term devotion to the cause of economics education.

We believe that the development now of such a statement of our goal and rationale is very important to that cause, as has been amply demonstrated as our Inquiry progressed. We therefore earnestly solicit your participation as a contestant.

We plan to publicize the names of the winner and of those others who earn honorable mention for their contributions.

The judges as to the winning contribution are identified on the reverse side of this page.

A listing of Points to be Considered in Judging Entries and a restatement of the "consensus" goal and rationale, together with annotated points of criticism, are attached. The Application for Entry (Form 18A) and the form for each Prize Content Entry (19A) are the accompanying pink pages; the Regulations as to the Contest appear on their reverse sides (Form 20-A).

Please note that all entries are to be completed in conformity with them and that the limitation of entries to no more than 175 words will be rigidly applied. All entries must be postmarked no later than April 20 and addressed to: Goals Competition,
Krannert Bldg. 467,
Purdue University,
West Lafayette, Indiana, 47907.

Robert V. Horton
Associate Professor
Department of Economics

Project Director

Dennis J. Weidenaar
Associate Professor
Department of Economics

Director, Purdue Center
for Economic Education

16A (17A attached)

Judges of the Prize Contest

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Bennett A. Brown, President
Citizens and Southern Holding Company
(subject to his confirmation)

John R. Coleman, President
Haverford College

Moe L. Frankel, President
Joint Council on Economic Education

Richard E. Munsterman, Professor of Educational Administration
Purdue University

Paul L. Ward, Executive Secretary
American Historical Association

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POINTS TO BE CONSIDERED IN JUDGING ENTRIES

1. The number of words of an entry must not exceed 175 (not counting the p.3 unalterable definition of economics education nor the explanation that the purpose of the goal and rationale is of course no more than to set the guiding basis for activities and course organizations, detailed behavioral objectives, evaluation instruments, etc.) Longer entries will be summarily excluded from further evaluation.

2. The goal and rationale to be covered are those of the "Consensus", but with appropriate reflections of Points of Criticism as they appear on the following pages.

3. Entries will be excluded successively and/or rated on the basis of:

   (a) Completeness of coverage of points of that "Consensus" and appropriate Points of Criticism.

   (b) The limitation to a single-peaked goal; that is, one that is neither explicitly or implicitly really a statement of multiple goals.

   (c) Accuracy of statement as to all significant points of the "Consensus" statement and the Points of Criticism reflected in the entry statement.

   (d) Internal logic and unity of the entry statement.

   (e) Brevity of the entry statement, but only within the range of 175 down to 150 words.

   (f) General clarity and comprehensibility of the entry statement to economists, teachers, students, school administrators, other social scientists, and financial supporters of economics education.

   (g) Appeal or attractiveness of the entry statement to the various groups specified in (f) above, plus the public generally, business interests, labor interests, and agricultural interests.

A VIEW AS TO INTERRELATIONSHIPS
OF CERTAIN POSSIBLE GOALS
OF ECONOMICS EDUCATION

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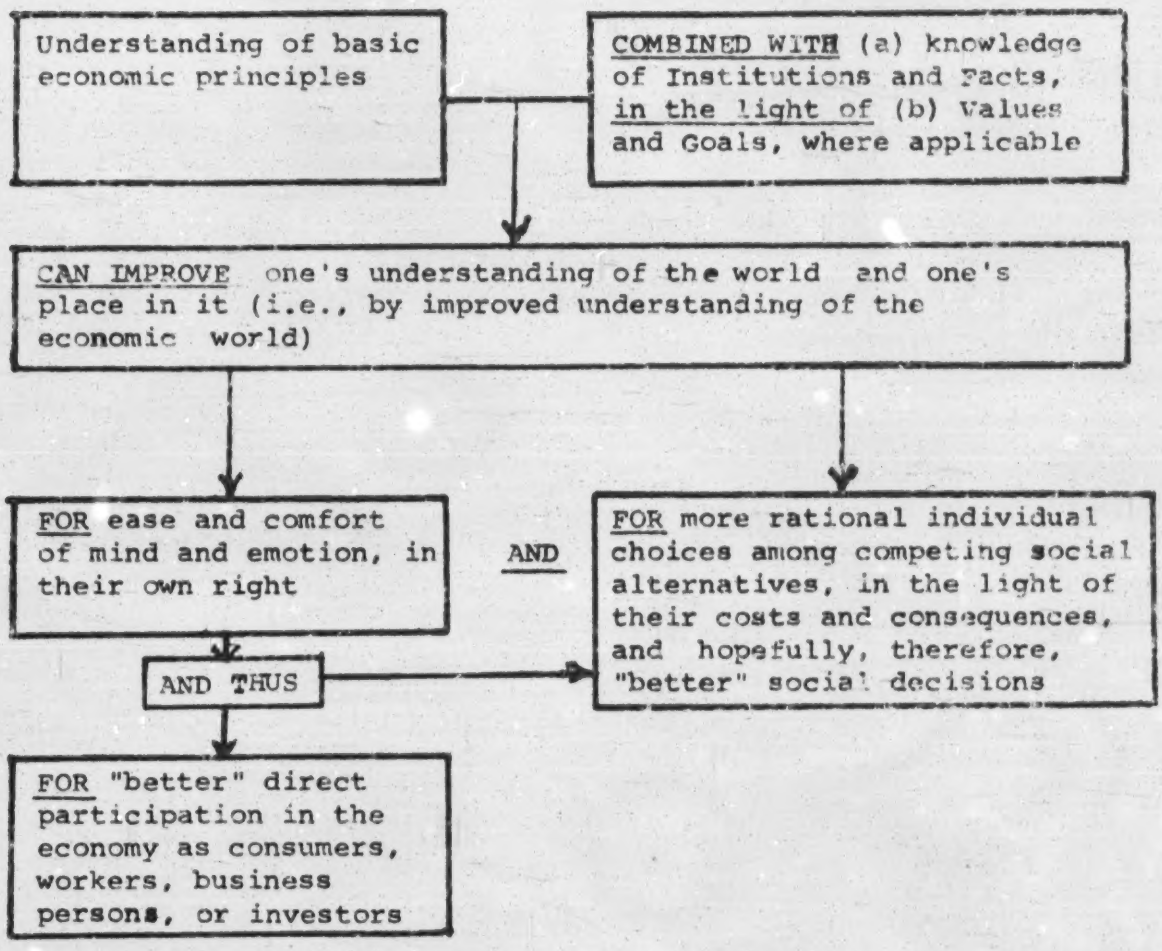
Understanding of basic economic principles
COMBINED WITH (a) knowledge of Institutions and Facts, in the light of (b) Values and Goals, where applicable
CAN IMPROVE one's understanding of the world and one's place in it (i.e., by improved understanding of the economic world)
FOR ease and comfort of mind and emotion, in their own right
AND
FOR more rational individual choices among competing social alternatives, in the light of their costs and consequences, and hopefully, therefore, "better" social decisions
AND THUS
FOR "better" direct participation in the economy as consumers, workers, business persons, or investors

The "Consensus" General Objective or Goal of
Economics Education* and Its Rationale (#632),
with Annotated Points of Criticism

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I. THE GOAL AND RATIONALE (#632), WITH ANNOTATION REFERENCES INDICATED + a

The general objective or goal[o] of economics education* is to improve our understanding of the world in which we live.[b,c,d]

This objective is asserted in the belief that as a result we may each enhance the sense of being at one with ourselves and with our encompassing worlds. A feeling of integrity of self and world appears to be fundamental to personal contentment.[e] It may also release us to make more rational personal decisions[f] and to participate in the making of more rational social decisions. Moreover, our improved understanding would directly yield frameworks and tools of analysis for better discriminating among many of the social alternatives which may be available to us.[g,h]

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* Economics education is defined for purposes of this study to mean activities which promote a wider understanding of basic economic principles and their possible applications, as a matter of general education. (It is not, therefore, intended to include education in more advanced economics as a matter of professional training).

+ The notes indicated alphabetically appear on the following pages.

[o] This general objective or goal, with its rationale, is intended to clarify purposes and thus serve as a guide for the specification of material content and skills to be mastered, the development of such detailed behavioral objectives as are appropriate, pertinent evaluation items, etc. By itself then it is not intended to be an adequate specification of an educational program; it forms only an explicit base for the development of such a program. Such a base, explicit or implicit, can not be avoided.

A more complete rationale would of course include also discussion of learning theory, teaching strategies, media, diffusion processes, etc.

II. POINTS OF CRITICISM AND SUCH

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General Points

a We attempt to identify below the main points of pertinent criticism of the "consensus" goal #632 as stated in our Questionnaire #4 and as repeated in annotated form on the preceding page. They should be taken as important items for consideration in reformulating any general goal of economics education and in particular now in preparing entries for the current prize contest. They reflect the years of experience of many participants in various fields of endeavor, as well as current thought in our Inquiry process. Nevertheless, in heeding these concerns and suggestions we must not forget that these same years of experience and careful thought have also been involved in developing goal #632, through the Inquiry process, in accepting it to the degree reported, and in supporting much or all of its content.

The job now for the prize contest is to glean and polish every bit of the gold, and exclude every bit of the dross, stated or implied, in Goal #632 as it stands above. In doing this we should bear constantly in mind the need for both clarity and appeal to various publics, as well as other points indicated in the accompanying "Points to be Considered in Judging Entries".

The development of such a goal and rationale constitutes a philosophical problem, and we should not obscure this fact, nor have any apology for it, especially where it is supported by the statistical data and comments of others developed in our Inquiry process.

The use of words such as "believe", "opinion", etc., in the statement of such a goal and its rationale may accordingly be both essential and desirable.

b Some of the participants have said that the goal is too general for educational implementation and evaluation procedures and that it is stated in terms of understanding rather than of action(s). Such comments may well be misconstruing the purpose of a general goal and rationale. Their functions are to define the area and nature of whatever detailed behavioral (action) objectives, evaluation process, etc., are to be established. Without a general goal and rationale, we would have no guide as to whether the the concept of relative scarcity, for example, is more germane to economics education than the number of Federal Reserve Banks we have or even the definition of the word "economics".

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This purpose of a general goal and rationale is so easily overlooked or misunderstood that the footnote on p. 3 designated by the symbol ° is to be considered an integral part of each of the prize contest entries[1].

Note also that the accompanying definition of economics education effectively constrains the area with which our goal and rationale are concerned.

Some of the objectors may, however, have a somewhat different point in mind. For example... "find terminology that makes the goal appear a bit more 'active' than the term 'understanding' implies" and "The word 'understanding' is a problem". Perhaps attempting to follow out the latter's suggestion (or an alternative) in the statement of the goal itself would be helpful:

> "... to improve our abilities to identify, interpret, and evaluate in the light of our values, the complexities of the world in which we live".

c The value of rationality underlies the goal and rationale, as well as our entire Inquiry. We agree that this circumstance should be made explicit as to the whole statement and again as to certain particular points, as identified below.

More Specific Points:

d We received a number of comments that economics alone does not provide understanding of the world. Of course it does not. But the point has been made so often by participants that we should be explicit in our statements by including something such as "to the extent that such understanding may be achieved through improved understanding of the economic aspects of the world".

e The most frequent criticism of goal #632 and its rationale concerned the first two sentences of the rationale and their sequelae. They were said to be pompous, poetic, pretentious, messianic, naive, heavy, theological, academese, psychologese, even "too liberal" and "touchy-feelie social science". One comment went: "Prefer: take 2 pills and call me in a week"; another: "I'm a little hazy on phrases like 'being at one with ourselves' or 'a feeling of integrity of self and world (his emphasis);'" and a third: "Never have managed to worry much about 'being at one with /myself_/ and with the encompassing world!'" (We'll bet he hasn't, but it seems some others among us today have!).

[1] An entrant may revise that footnote to taste, but it will not in any event be a factor in the prize contest judging.

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There were also negative remarks more specific to economics education. "I have no idea... what these two sentences mean or imply in terms of economics education;"... "goes beyone proper purview of economics education;" and "I would raise my rating of Goal 632... if it had some means of measuring accomplishment toward meeting the goal".

The usual suggestion was to take out the offending sentences.

But there were also such notes as: "/spell out / what you mean by such things...", "Explain more clearly what the 'oneness' means"; and "The same ideas should be restated in more concrete and objective terms".

And certainly the material should not suggest that we are sponsoring "touchy-feelie social science" - we should make clear that we refer to worlds of reality, recognizing the validity of another participant's comment: "I believe conflict is an important part of human experience and thus reject the 'sense of being at one with ourselves and our world' part. Indeed I think much knowledge has the effect of making us feel at odds with things as we find them and that this may not be such a bad thing".

Other favorable, but sceptical, notes were: "Don't know how, but wonderful"; "I like the objective very much, but... we don't know how...". and "Confess that 'understanding of the world' is a desirable goal but difficult to attain. Like much of education, we are dealing here with the'impossible dream'".

All in all, the preponderant statistical support in the accompanying report to participants in our Inquiry affords our strongest, independent basis for retaining the theme, although one participant volunteered: "Goal #632 is almost magnificent! I've made a copy because it says so well what oft was dimly thought but never so well expressed!"

We hope, nevertheless, that that writer, like ourselves, will still welcome constructive improvements.

We believe that the ideas - not the particular words - of the two sentences in question are important to the integration and definition of why and how we propose to seek the stated goals. They seem to us basic to a systematic rationale and a better guide to behavioral objectives, strategies, and evaluation than the bald goal alone. Without an interlacing of points do we not end up with at best a series of assertions and not a rationale at all?

Moreover, we do not concur with the thoughts which were occasionally expressed that a social science is not to yield individual values.

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We believe, too, that the innuendo of the two sentences that there does inevitably exist an affective domain in education, as well as a cognitive domain, is by no means a weakness, but rather a strength, of the rationale. We do not believe that we are engaging in naive psychology, nor in theology, but only asserting a fact which we know inwardly; that something understood is something less fearsome. We believe this is accepted by all of us who accept the value of rationality itself. We may still tremble with thunder and lightning, but we may tremble less if we have understanding, and we then erect lightning rods rather than make burnt offerings to hostile gods. "It is better to light a candle than to curse the darkness". (The underlying value of rationality may well be made specific in this connection, however, even though it has already been generally specified as suggested in note [c] above.

Some objections to the two sentences arose because of a perceived impossibility of measuring results of the kind envisaged. However, study and measurement of relationships between economics education and personal characteristics are feasible, both for evaluation and research purposes, even though up to now they may have been infrequent in our field.[1]

In summary, however, while there may be some shock or attention-getting value in the two sentences, they are deficient in clarity, meaning, and revelation of intent; in our opinion, therefore, they will not achieve as they stand the general approval which they should have.

It may be notable that the references to the same ideas which appeared in Questionnaire #2 were not the subject of such adverse comments, although they appeared there in a less confrontational setting and only in a footnote to a diagram. There may be some usefulness in repeating them here; "A person's sense of being at one with himself and his surroundings"; the absence of "uneasiness felt by the mere prevalence of ignorance concerning the nature and meaning of things... to live in a universe with whose final and real structure one is not familiar creates in itself an anxiety"; or "Ignorance is sister to mistrust. Instinctively, one fears what one does not know; one prefers not to know what one fears".

Additional helpful suggestions in this regard from the participants were very few, but it may perhaps be useful to cite: "Isn't a (simple?) single hunger for understanding a sufficient reason?", and "The goal stands by itself, as anyone with a quality education would recognize". But is it not then true that clear and appealing explanation to the less fortunate is all the more justified?

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[1] See D.R. Lewis and C.C. Orvis: Research in Economics Education, Joint Council on Economic Education, 1971, esp. pp. 10-11 and items referenced there.

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One participant suggested adding "to... understand... [the] individual's own situation"; others wrote: "to be more tolerant of economic decisions in which you have no part and avoid any rash actions concerning our decisions"; and "to free the mind from the shackles of a person's own narrow experience".

A final note here to be considered was: "It is satisfying to understand phenomena, and understanding may have some concrete payoffs... But such payoffs are only frosting on the cake".

The heart of our goal specifications and of success in our contest may well lie in the handling of the problem we have reviewed in this note.

[f] One reason for making clear the ideas discussed in note [e] above is to identify clearly the basis for including at all in the "consensus" goal and rationale the aim of old goal #2, i.e., to help us to be more capable as direct participants in the economy - that is, as consumers, Workers, businessmen, or investors. We do not wish to imply that we ourselves have any doubt as to the high importance of these objectives. We are just doubtful that an understanding of basic economic principles and their possible applications is the key to achievement of these objectives (good businessmen and good workers, for example, are not necessarily good economists, nor are good economists necessarily good consumers or good investors).

Moreover, we concur fully with the further thought of participants that economics education would be a very inefficient tool for achieving such capabilities. We would ourselves greatly prefer direct training and education in business, in investing, in consumer affairs, and job experience and training, for the achievement of these objectives. (See Exhibit III-2 of the Memorandum Accompanying Questionnaire #4 for participants' comments as to the points of the two foregoing paragraphs).

If these views are justified, as we believe they are, goals as participants in the economy and as citizens must not directly be combined, as some of our participants have suggested. Achievement through economics education of better performance as direct participants must clearly be asserted to result only through being more at one with oneself and his world through economic understanding and thus released to perform better in these respects. (We are still not prescribing these words, however). To imply otherwise is like favoring the teaching of physics as a science to train both scientists and structural steel workers - even basketball players and jugglers!

[g] Goal #3, to "improve" our decisions as citizens, is on the other hand encompassed in the last two sentences of Goal #632 both directly and indirectly, although some proponents sought its greater emphasis. This was in a few cases associated with particularly violent objection to Goal #632. Just why this should have been so is unclear.

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There is need for special care in specifying the goal of "improved social decisions". In our own specification of Goal #632 we were momentarily inadvertent in referring to "the making of more rational social decisions". We quote in this connection William J. Baumol, Professor of Economics at Princeton University:

> "... it would appear that social choice must be in a sense either inconsistent or undemocratic! This negative result is the central theorem of (Kenneth J.) Arrow's book... it must be agreed that Arrow has again called our attention to the presence of pitfalls and treacherous problems in the analysis of group decision-making".

Individuals can of course be rational in reaching their own conclusions as to social questions in the light of scarcity and their individual values. Hopefully, then, they might participate in the making, in some sense, of "better" or "improved" social decisions.[1]

In this connection we have tried in the last box on the right of page 2 (the back of the blue paper page) to use carefully-chosen language. It is still subject to improvement, however, and we would think that in text there should be specific reference to acceptance of the value of rationality in this respect. (See note [c] above).

One suggestion for verbiage as to some part of this material was: "for better discrimination among the many competing social alternatives and their resultant consequences"; others were "understanding the impact and/or consequence..."; and "[for] each of us better to discriminate in the light of his individual values".

[h] Good luck to you in your own endeavor to state our "consensus" goal and rationale. We hope for a far finer achievement by you in the cause of more effective economics education. In your work of overcoming the shortcomings of what you start with, be sustained by the very strong consensus support you have, well evidenced by the results from Questionnaire #4 which we have reported in the Exhibits to the accompanying Final Report to Participants.

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[1] Note that "better", "improved", etc., if unadorned, are also defective, for values which differ underlie such words.

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EXHIBIT X

Participants in the Inquiry

In addition to the 203 participants listed below, there were three other individuals who completed Questionaire #4 of the Inquiry but who preferred to remain anonymous, as well as others who participated at various stages of the Inquiry.

No finding of the Inquiry necessarily reflects the view of any individual participant or of any organization with which any participant may be affiliated.

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